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ABSTRACT

The career education guide, designed to supplement existing curriculum at the primary level, suggests and outlines a developmental program of followup activities which can be implemented by teachers within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to: promote the student's understanding of himself and others; provide occupational information; explore the world of work; and assist the student in finding out about himself as partial preparation for decision-making. Five major personal and world-of-work related goals, each one having several objectives, are presented for kindergarten and grades 1 and 2 with numerous career related activities, needed resources, and evaluation/outcome for each objective. The academic area or unit of study with which the activities could be coordinated is indicated where appropriate. A listing of audiovisual materials and sources, sources of career and occupational information listed by occupational area, field trip procedures, and lists of locally available guest speakers and field trip sites conclude the volume. (Author/NH)

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CAREER EDUCATION

Learning with a Purpose

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
 - Field Trip Sites and Guest Speakers

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CAREER EDUCATION PROJECT
STATE FAIR COMMUNITY COLLEGE
1900 Clarendon Road
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ELEMENTARY K-2 GUIDE

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ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in four one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades K-2. Funds for the development of the guide were provided through a Federal Grant under the provisions of Part D of Public Law 90-576.

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FOREWORD

This Guide is designed to supplement the existing curriculum at the primary level.

It is further the purpose of this Guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the primary grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the primary level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

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CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to preschoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations, and to identify various life-styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests, and the needs of society.

Ohio Career Education and Curriculum
Management Laboratory in Agricultural Education
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1974

GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage. Activities for kindergarten are set up in domains (home, community, the world about us, school) for organizational purposes rather than subject areas.

Kindergarten and grade one teachers chose to list goals at the beginning of each section. Grade two teachers grouped activities, listing the specific objective to be met on each page.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

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KINDERGARTEN

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GOALS AND OBJECTIVES--KINDERGARTEN

Goal One: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The student will participate in various activities which will help in expanding interests.
2. Assume responsibility for classroom jobs and work jobs.
3. The individual will identify his feelings in a variety of situations.

Goal Two: The student shall understand and recognize that each individual has a set of values unique to him.

1. The individual will describe situations in which his decisions affect others.
2. The individual will identify situations in which there is more than one way to accomplish a task.
3. The individual will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal.
4. The individual will identify reasons one way might be better than another in accomplishing a goal.
5. The individual will identify activities that he considers "leisure time" activities.

Goal Three: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify roles fulfilled by all members.
2. The individual will describe how life would be without language.
3. The individual will identify ways he can learn from people outside of school.
4. The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

Goal Four: The student shall recognize that educational experiences are a means of achieving life goals.

1. To become aware of one's work achievements.

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2. The individual will identify places he can observe nature.
3. The student will express his creative ability by using tools to construct projects from resources.

Goal Five: The student shall examine the concepts of community work roles and the many occupational possibilities.

1. Talk about occupations.
2. The student will identify those needs of society which various individuals fulfill.
3. The individual will identify occupations of parents and classmates.
4. The individual will describe occupations found in his community.

GRADE LEVEL OR SUBJECT Kindergarten AREA OF UNIT OF STUDY The Home - Family Roles

AREAS OF CONCERN

RESOURCES

EVALUATION/OUTCOME

Role Play in housekeeping corner

Simulated appliances can be made from cardboard boxes

Role play with family puppets

Family Puppets by Instructo

Make family puppets. Include Mom, Dad, brothers, sisters, and grandparents.

Make a scrapbook of homes and families. Houses can be included as well as members.

Invite parents to school to tell about their jobs. Most parents work but would probably be happy to come and tell about their jobs.

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The child should learn the various jobs necessary around the house.

These can be simple finger puppets.

Magazines and catalogs

Parents, grandparents, brothers, sisters as resource people

The child should become aware that not all moms and dads have the same roles.

Discuss good working habits. School workers could be brought in the class to help with this.

Discuss how cooperation makes jobs easier when everyone pulls together

Dramatize or discuss what would happen if everyone does not do his job. The Duso I Kit will fit well with this activity.

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Tell what your parents do at home and away from home and discuss how you feel about these jobs.</p> <p>Role play father's and mother's jobs at home and away from home.</p> <p>Tell what jobs you do at home and why they are important.</p> <p>Role play children's jobs at home and role play how they feel about these jobs.</p> <p>Tell about and role play jobs of brothers and sisters.</p> <p>Draw pictures of self and family members at work.</p> <p>Make a mural of all jobs done in the home by family members.</p> <p>Make class booklets of parents' occupations. Perhaps include pictures of the places they work.</p> <p>Perform household activities to rhythm.</p>	<p>"You and Your Family," by Benefic Press (Large picture book for discussion and consumable workbooks)</p> <p>Duso Kit I - by American Guidance</p> <p>"Dynamo Power" by Youcan Company</p> <p>Filmstrips Series "Robert and His Family" by Singer</p> <p>Magazines, catalogs</p> <p>By writing to Labor Associated Organizations</p>	<p>Each child should become aware that: He is an individual. He has a unique role in family life.</p> <p>Other family members are also unique individuals.</p> <p>Each family member has a job that is necessary for the family to function.</p> <p>Some workers stay home and perform their jobs in the home.</p> <p>There are many different types of work in the home.</p> <p>From old magazines, cut out pictures of various workers. These can be put up around the room or collected in a class scrapbook. Maybe it could be called an ABC Book of Workers or Jobs. Or the students could choose a name for it.</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Make "This is Me" booklets (My Hands, My Feet, etc.)</p> <p>Make "My Favorite Things" booklets (My favorite color, food, animal, clothes, song, day, game, etc.)</p> <p>Model self and family members from clay.</p>	<p>"The Most Important Person" Series</p> <p>"The Kingdom of Could Be You" Series by Encyclopedia Britannica Educational Corporation</p>	<p>The child should be aware that each person is different.</p> <p>The child should realize that individuals have their own individual likes and dislikes.</p>
<p>Trace around child on large paper-color or paint features. If paper is not available, go to P.T.A. for support. Many times newspaper offices will provide some paper for special projects.</p> <p>5</p> <p>Make mural of actual hand or footprints by tracing or apply in paint to hands and feet. This can help students see that everybody really is different.</p> <p>Explain, role play or draw how the child would feel about or react to various home or job situations.</p>	<p>Books, <u>How I Feel</u>, Children's Press</p>	<p>The child should understand that everyone is shaped differently and through understanding he can more easily accept himself.</p> <p>"How Do You Feel? Hats" by Trend Enterprise</p> <p>The child should become aware that people react differently to situations.</p> <p>The child should realize every person is different and that no one is alike.</p>

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CAREER RELATED ACTIVITIES

RESOURCES	EVALUATION/OUTCOME
<p>Discuss the following school workers:</p> <ul style="list-style-type: none"> Principal Deliveryman Custodian Secretary Bus Driver Student School Nurse Librarian Cook <p>Visit each school worker in each work area</p>	<p>School grounds and employees</p> <p>Picture packet of school workers (Allyn & Bacon, Inc.)</p> <p>School and School Helpers - David C. Cook Publishing Company (12 teaching pictures and 12 resource sheets)</p> <p>I Want To Be Series from Children's Press</p>
<p>After the visits, have the children try to recall the names of the people they met and what kinds of work they did.</p> <p>Have some of the school helpers come in and talk to the children about why they chose their jobs and how they prepared for them. These school workers are usually willing to help out and the kids usually love them.</p> <p>Role playing - Have the children pretend they are in different areas of the school--the principal's office, the nurse's office, the custodian's room, etc. Each child can play a role appropriate to the area.</p> <p>Have the children draw or paint portraits of the various school helpers.</p>	<p>Each child should learn who the school helpers are and what they do.</p> <p>Each child should know that it takes many workers to operate a school</p> <p>Each child should learn that work is divided among various persons.</p> <p>Each child should learn that people help one another.</p> <p>Each child should be able to identify and remember school workers by name.</p> <p>Make-shift rooms or offices can be made from cardboard boxes.</p>

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Have the children draw or paint pictures of familiar school facilities--building, playground, equipment, rooms, etc.	If paper is not available, go to the printer's office or the newspaper office. They will usually help out. They might even get a few pictures in the paper.	The child should know that there are many different types of jobs at school.
Tour the school for special places such as exits, auditorium, etc.		Each child should learn that cooperation makes a job easier.
Make experience charts about school workers and illustrate paper.		
Make classroom helper chart		
"Who Am I" Game - Have one child describe a school worker and other children guess the one being described		
Make greeting cards for the school workers at appropriate times	Camera (Polaroid)	
Make bulletin board of school helpers (drawings, snapshots)	Filmstrip "Manners at School"	Each child should learn to practice correct behavior in the school room, in the halls, and on the playground.
Discuss student's role in school such as taking turns, sharing, being courteous, helpful, dependable, taking care of the school property, etc.	Many companies offer films in this area.	
Plan a special work project such as picking up trash from playground	The Duso I Kit can be used with props for role playing. It has many excellent problem situations.	
Use appropriate times to role play desirable and undesirable school behavior		

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bulletin board of tools people use in their jobs a. Have children draw and cut out tools b. Make collage of tools Observe Fire Prevention Week a. By having fireman come to class to talk b. Discuss how to put out fires c. Show how to use fire extinguisher Participate in fire drill	More About Books Children's Press "People Who Run Your City" "Helpers Who Work at Night" Find safety devices-fire extinguishers, exits and bells.	The child should become aware that the community involves many kinds of workers. The child should become aware that their parents are part of the community workers.
Teach fire prevention songs Make picture and storybooks on community workers	"Smokey the Bear" Conservation Department "What I Want To Be From A to Z" by American Council, Chicago, IL Books: <u>I Want To Be</u> , Children's Press <u>What Happens</u> , Reilly and Lee Books, Henry Regnery Company <u>Come To Work With Us</u> , Houghton Mifflin, Children's Press	The child should know that some people work with tools. The child should learn that some workers build things while some workers provide services. The student should know that many workers do not work with tools or do not build things.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make building with blocks		
Find out about professional men a. Have parents who are professional people come in and talk to class b. Take a field trip to a professional office and have a professional person talk to the class		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Make puppets to represent the various community workers</p> <p>Use role playing games to examine the types of work in the community</p> <p>Use resource people to come into the classroom to tell about their jobs and the tools and equipment they use</p> <p>Read stories about many of the types of jobs that cannot be visited</p> <p>Show films and filmstrips that concern or involve community helpers</p> <p>Make a bulletin board of community map</p> <p>Take a walk around the community and the neighborhood shopping areas</p> <p>Make hats of community workers: fire hats, bakers</p>	<p>Community Helper Posters <u>You and Others</u>, Benefic Press</p> <p><u>Who Helps Us</u> Filmstrips</p> <p>The Fire Department The Police Department The Supermarket The Bakery The Laundry Dry Cleaner The Service Station The Dentist The Dairy The Library The Post Office</p>	<p>The student will develop an understanding of the various types of workers in his community.</p> <p>The student will understand that many different types of jobs are necessary in his community.</p> <p>The student should learn about the size and shape of his community.</p> <p>The student should become familiar with the community around him.</p> <p>Farm, fire station, post office, grocery, department store, court house, filling station, dentist office, library--story hour</p>

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GRADE LEVEL OF SUBJECT Kindergarten AGE OR UNIT OF STUDY The World About Us

<u>SKILL RELATED</u>	<u>FC</u>	<u>RESOURCES</u>	<u>EVALUATION/OUTCOME</u>
<p>Transportat:</p> <ol style="list-style-type: none"> 1. Make train, car, bus, etc books 2. Role play "Jobs in Transportation" using costumes, etc 3. Make a train, plane, bus etc out of boxes - Talk about & draw around the world--their homes, jobs lifestyle, say, etc level 4. Role play people from other places 5. Read stories about jobs outside of community 6. Model various types of transportation from clay 7. Make bulletin board from vehicles used in transportation--drawn and cut out by the children 8. Make transportation mural letting children draw or paint their favorite mode of transportation 9. Use resource people in the area 	<p>Books: <u>I Want To Be Children's Press</u> <u>What Happens Series,</u> Reilly & Lee, Regnery Company, Related library books</p> <p>Costumes and Hats</p> <p>Picture Packet: "People Around the World" Transportation Posters, Trend Enterprises</p> <p>Social Studies Series "Learning About the World" Allyn & Bacon</p>	<p>The student should learn about the various types of transportation.</p> <p>The student should understand that transportation plays a big role in our lives.</p> <p>The student should understand that we depend upon transportation for our daily needs.</p>	<p>BEST COPY AVAILABLE</p>

GRADE LEVEL OR SUBJECT	<u>Kindergarten</u>	AREA OR UNIT OF STUDY	<u>The World About Us</u>
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
Zoo and Circus Units:	<ol style="list-style-type: none"> 1. Talk about workers and performers 2. Stage a circus in the classroom 3. Make murals in the classroom 4. Visit a zoo--attend a circus 5. Encourage the children to watch a circus on television 6. Read stories about circus performers and zoo workers 7. Use resource people in the area 	Books: <u>Circus ABC</u> , Golden Press <u>Zoo-Colonius K-2</u> <u>Behind the Circus Tent</u> , Lerner Publications <u>I Want to Be a Zoo Keeper</u> Children's Press	The student should know that some people have occupations that provide us with enjoyment. The student should be aware that some jobs in the zoo or circus require special training. The student should know that many animals in the zoo and circus come from different areas or countries. The student should become aware of the various animals that live in this area.

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GRADE ONE

GOALS AND OBJECTIVES—GRADE ONE

Goal One: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The individual will identify his uniqueness and the changes in his attitudes, interests, mental development and physical development.
2. The student will identify and discuss the reasons why some work activities are personally satisfying to him.
3. The individual will identify realistic goals when determining tasks to be accomplished and knows the factors that influence his decision.
4. The individual will identify the most appropriate way of expressing feelings in a given situation.
5. The student will participate in various activities which will help in expanding interests.
6. The student will discuss what he learns about himself as a result of engaging in many new tasks.

Goal Two: The student shall understand and recognize that each individual has a set of values unique to him.

1. The individual will list ways in which families and individuals may use leisure time.
2. The individual will list ways school attendance affects his activities.
3. The individual will list ways in which others affect his decisions.

Goal Three: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify roles fulfilled by all members of his family.
2. Discuss attitudes or feelings about work in which we participate at home, school and community.
3. The individual will describe ways in which he is able to assume responsibility in the maintenance of his home, school and community.

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4. The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials and processes.
5. The individual will describe situations when group decisions should be made.
6. The individual will identify situations in which environmental conditions affect his decisions.
7. The individual will identify and describe situations in which the decisions affect himself and others.

Goal Four: The student shall recognize that educational experiences are a means of achieving life goals.

1. Identify how attitude, abilities and experiences affect performance.
2. To develop interest through meaningful work activities.
3. Identify people who are working together toward a common goal and explain how the work of each person contributes to that goal.

Goal Five: The student shall examine the concepts of community work roles and the many occupational possibilities.

1. Identify several occupational choices available in his school.
2. The student will identify several occupational choices in other areas besides his school and immediate community.

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify his uniqueness and the changes in his attitudes, interests, mental development and physical development.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Could coordinate in all areas
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1. Role Playing - Charades, pantomime (adaptable in numerous areas) Family situations, playground and/or work situations	15	1. Costumes (self-made or acquired) 2. Peabody kit or hand-made puppets. Art materials, math concepts and materials, DUSO Kit 3. Art materials, math concepts 4. Dioramas - Illustrations, include math concepts (What I Want To Be) 4. Field trips - Resource people (Check with State Fair Community College) 5. Research - Finding stories, articles and pictures appropriate to the career being studied	1. Self-satisfaction and/or recognizing the need for change 2. Realize the worth of self-made materials, as compared to commercial 3. To promote fine muscular development. To indicate new interests 4. Expand their knowledge of different areas of interest 5. Broaden interests; promote knowledge of research. Increase visual and muscular abilities

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>6. Listening and/or viewing to tapes, records, stories, pictures, posters, slides, films and filmstrips</p> <p>7. Original stories (oral and written) Poems and plays</p> <p>8. P.E. classes, rhythms and physical activities</p> <p>9. Discussions of activities and personal experiences that relate to self</p>	<p>6. Prepared tapes, slides, films, stories, and filmstrips or self-made materials. Pictures and materials brought in by children. Make posters, slides, bulletin boards, displays and scrapbooks.</p> <p>7. Writing materials</p> <p>8. P.E. equipment, records, finger plays (space to work)</p> <p>9. Population of the classroom and any props needed</p>	<p>6. Develop good listening habits, attitudes and interests.</p> <p>7. Self-expression, blend in ideas. Be able to work with others or independently.</p> <p>8. Physical development Creative expression Promote respect for others</p> <p>9. Culmination of all activities</p>

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and discuss the reasons why some work activities are personally satisfying to him.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Could coordinate in all subject areas	RESOURCES	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES					
1.	Role playing - by experiencing activities Suggestion: work situations of someone I know	1.	DUSO Kit, costumes	1.	Realize the importance of self-selection of work activities. Recognize reasons for preferences.
2.	Providing choice of activities - free period for children to choose	2.	Materials available for optional activities in all areas	2.	Developing the ability to choose. Experience success and failure
3.	Language Arts activities, oral, written (directed toward career selection or children's activities)	3.	Materials for making of booklets, bulletin boards. etc.	3.	Self-expression creativity--mental and physical
4.	Art activities - drawing pictures of self, life size or picture, in career role	4.	Art materials Butcher paper	4.	Self-expression Creativity
5.	Questionnaire - to be filled out at home to help identify reasons for personal satisfaction	5.	Sample of questionnaire suitable for situation (faculty discussion)	5.	Teacher's choice
6.	Tabulate results of questionnaire (in forms of simple bar graphs on poster board) Lead children to see generalizations	6.	Poster board, felt tip marker, math concepts, etc.	6.	Seeing overall preference of the group. Reorganizing individual differences

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Goal: The student shall explore his personal attitudes and interests to that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify realistic goals when determining tasks to be accomplished and knows the factors that influence his decision.

GRADE LEVEL OR SUBJECT Grade One

AREA OR UNIT OF STUDY Correlate with all areas

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Use appropriate books, related songs and materials to establish and implement goal selection. Free choice from available books and supplies, etc.	1. Listing from library Music teacher	1. Establishment of goals
2. Related films and filmstrips (Ex. salmon has to go up stream; birds must migrate; animals hibernate; but we can make a choice)	2. Film catalogues Conservationist Commission Library listings Bell Telephone Co.	2. Realizing freedom of choice Acceptance of factors influencing our decisions (Environment heredity) Self-acceptance
3. Identifying goals - Have the children identify an occupation and tell how a person in this line of work would use numerals, art, etc. Stress using complete sentences.	3. Make class book, scrapbook, displays etc. Chalkboard	3. Self-expression Insight into future choice or decisions
4. Role playing - Set up a grocery store in your room. This can involve many subject areas. Can actually sell school supplies. Restaurant - Could have milk, cereal, etc.	4. Peabody Kit - Materials for store (can use empty cartons for grocery store) Supplies and money	4. Learn responsibility for yourself and others Experience assimilated occupations
5. Dramatizations - i.e. truck drivers loading a heavy load using an incline plane lever, pulley, wheel, block and tackle, etc.	5. Empty boxes marked 500 lbs., etc. Science books & materials	5. Obtaining scientific knowledge. Recognize worth of manual labor

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>6. Plant seeds, discuss farming and results, etc. Gardener, forest ranger, carpenter. Develop science unit in relation to occupations.</p> <p>7. Scrapbook - Individual or class</p>	<p>6. Soil, seeds Films appropriate to topic</p> <p>7. Paper, art materials, pictures from magazines, etc.</p>	<p>6. Realization of the importance of occupations. Joy of seeing things grow</p> <p>7. Coordination, self-esteem, cooperation</p>

Goal: The student shall explore his personal attitudes and interests so that he may understand, except and respect his own uniqueness.

Objective: The individual will identify the most appropriate way of expressing feelings in a given situation.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Correlate with all areas
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1.	Role playing - A new baby in the home, illness in family, moving to new neighborhood, death in family members or pets, being lost or "left out"	1. Costumes, props, etc. Related literature 2. Games, puzzles (commercial or prepared)	1. Self-expression 2. Acceptance Learning to win or lose
2.	Games and puzzles - sharing, games that require skill and games based on chance	 3. Pictures of workers (commercial and brought in by children)	3. Bulletin boards Booklets to keep for reference of displays
3.	Picture file--making of file by collecting pictures-- to cut and paste, also pictures made by children	 4. Ample paper and supplies	4. Self-expression Mental and physical development
4.	Short stories - (made into booklets) written by children or collected	 5. Tape recorder (if recording stories is wanted) Chart paper for teacher to record experience stories	5. Expression of self
5.	Storytelling or experience stories		

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>6. Plays - Have the class make up a play which involves several different occupations</p>	<p>6. Parent and teacher involvement. Costumes, props, library materials, writing materials, <u>Come Work With Me, I Want To Be, Careers In . . .</u></p>	<p>6. Self-expression Creativity</p>

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will participate in various activities which will help in expanding his interests.

GRADE LEVEL OR SUBJECT Grade One

AREA OR UNIT OF STUDY

CAREER RELATED ACTIVITIES

RESOURCES	EVALUATION/OUTCOME					
		1.	2.	3.	4.	5.
1. Listings of approved places in the area and available resource people	1. Develop interests in activities of the area. Respect for various careers	1. Field trips to places of interest or resource people making classroom visits	2. Expand interests and knowledge	3. Learning importance of communication, courtesy, manners and related occupations. (Lineman, repairman, operators, bookkeepers)	4. Creativity - Math concept - Motivation and instruction	5. Realization that learning is fun
2. Career Ed Resource Guide (iocui)		2. Kansas City Star will supply materials for classroom			Art materials Scrap materials Picture file	
3. Telephone Company		3. Newspaper - Workers, importance, how we can use		4. Bulletin board used to motivate children Ex. What does the veterinarian do?		
4. Telephone Company will supply you with materials for unit on telephone		4. Games constructed to make a point, such as team work, sharing, etc. Ex. spelling baseball		5. Teacher made or commercial games which are appropriate		
5. Scrap materials						

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>6. Riddles, crossword puzzles Ex. On the Zoo (A zoo animal that carries her baby in a pocket) Way of learning facts about zoo, farm, home, community, etc.</p> <p>7. Songs composed by the class or published Original poetry set to music</p>	<p>6. Made by teacher and children</p> <p>7. Music books, music teacher, poems, records</p>	<p>6. Spelling lesson Word or sentence comprehension</p> <p>7. Creativity Enjoyment of rhythmic expression</p>

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY _____

CAREER RELATED ACTIVITIES

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> 1. Role Playing - Dramatizations--responsibility at home, school, on the playground, or school bus, at the table, in a store 2. Puppetry - self-made or purchased materials 3. Storytelling - original and from memory 4. Oral reading - read original or prepared stories for an audience 5. Discussions - My father is . . . 	<ol style="list-style-type: none"> 1. DUSO Kit Peabody language kit Handmade puppets Costumes 2. Materials conducive to the making of puppets 3. Storybooks to be read to children 4. Books and materials on child's level 5. Tape recorder if materials are to be recorded 	<ol style="list-style-type: none"> 1. Oral expression Greater knowledge of self and growth of expectancy 2. Creative expression Developing confidence 3. Feeling of success Realization of real and storybook 4. Self-confidence Feeling of accomplishment 5. Realization of knowledge acquired

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which families and individuals may use leisure time.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could coordinate in all subject areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Pictures - collect, draw pictures to depict the use of leisure time	1. Magazines, catalogs, newspapers, art materials, advertising	1. Creating a resource of future use.
2. Role playing - Dramatizations that depict the many ways their parents and families spend their leisure time.	2. Children, costumes, props	2. Learning the true meaning of leisure time
3. Writing stories, illustrating (could depict places children had been on vacations, weekend trips, or holidays)	3. Writing and art materials, dictionaries	3. Sharing information
4. Read stories and dramatize about the many ways other people spend their leisure time.	4. Reading materials on child's level Library (school, home, public) i.e. Huck Finn	4. Expanding knowledge
5. Flannelboard activities and bulletins that display leisure time activities. (correlate with previous activities)	5. Flannelboard and materials	5. Self-expression
6. Discuss the many professions that deal with leisure time activities--football, baseball, car racing		6. The student should realize that professions are related to leisure time activities.

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways school attendance affects his activities.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Could coordinate in all subject areas
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1.	Report carry-over activities from P.E. classes	<ul style="list-style-type: none"> 1. Invite P.E. teacher into the class to help out 	<ul style="list-style-type: none"> 1. To show that learning can be fun and that P.E. activities are meaningful fun and physically necessary.
2.	Plan activities for leisure time outside of school. Make chart or bulletin board and posters.	<ul style="list-style-type: none"> 2. Chart paper and other art materials 	<ul style="list-style-type: none"> 2. The student should realize that what he does in school does affect his leisure time activities.
3.	Have students make a class directory of the telephone numbers and addresses of the members of the class		<ul style="list-style-type: none"> 3. No special materials necessary but local directory could be used as a guide
4.	Have students make a primary dictionary including the words in their basic word list		<ul style="list-style-type: none"> 4. Have primary dictionary on hand to be used as a guide

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>5. As a follow-up activity, the teacher would bring books into the classroom that related to the topics of concern. Also classroom teacher could work with music teacher on songs related to the subject matter.</p>	<p>5. Local telephone directory, children's dictionary, <u>When You Make A Telephone Call</u> (Reillyther) <u>Careers With A Telephone Company</u> (Lerner Company)</p>	<p>5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.</p>

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which others affect his decisions.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	
		EVALUATION/OUTCOME	
1.	Students will make an ABC book of jobs Cut out or draw pictures	1. Old magazines, news-papers	1. The student will demonstrate his understanding of alphabetical order by correctly making booklet.
2.	Students will make an ABC book of foods	2. Old magazines, news-papers, old art assignments	2. The student will demonstrate his understanding of alphabetical order by correctly making booklet.
3.	As a follow-up activity, the librarian or teacher could make a display of books concerning foods and occupations.	3. <u>How We Get Our Dairy Foods</u> (<u>Benefic Press</u>) <u>How Foods Are Prepared</u> (<u>Benefic Press</u>) Agriculture Posters (Minnesota Department of Education)	3. The student should become aware of the many occupations centered around foods.
4.	Also classroom teacher could work with the music teacher on songs related to the subject matter.	4. Your music teacher should be included in this activity. Moms and dads can also be of help.	4. Music is not only fun but can be meaningful.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. Field trips to local grocery store or farm	5. The neighborhood grocery stores are usually willing to help out. Use them.	5. The student should know that the grocer depends upon the producers and growers to supply his products.

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will list ways in which others affect his decisions.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Language Arts	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				RESOURCES
1.	Have the school secretary come into the classroom and explain how she uses the alphabet in her work.	30	<ol style="list-style-type: none">1. The secretary will bring files.2. There are many good workers within the school and they are usually willing to help out.3. Typewriter, file folders, cardboard boxes, telephone book, card files, rotary file4. As a follow-up activity, the teacher would bring books and cassettes and posters that relate to occupations in secretarial science.	<ol style="list-style-type: none">1. The student will be able to relate the importance of the alphabet to the field of secretarial science.2. The student will become familiar with the uses of the alphabet in filing and recordkeeping.3. The student will become familiar with office equipment and its use.4. The student will learn that a secretary must have many skills and be able to operate many different types of machines.

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. Also classroom teacher could work with the music teacher on songs related to subject matter.	5. Posters - business (Minnesota Department of Education)	5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will name his reasons for selecting a specific goal.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	
		EVALUATION/OUTCOME	
1.	Have the librarian come into the classroom and explain the role of the alphabet in the organization and operation of the library.	1. Have the librarian bring several books from the library with call numbers.	1. The student will demonstrate his understanding by verbally relating the use of the alphabet in the library.
2.	The students will visit the library and check out books.	2. Have the librarian make a display of books relating to the operation of the library and use of the alphabet.	2. Students will have an understanding of the procedures of checking out books from the library.
3.	The class will take a field trip to the city library.	3. Make arrangements with the librarian and have her conduct a tour and include the various jobs that exist in the library.	3. The students will become aware of the various occupations existing within the library.
4.	As a follow-up activity, the teacher would bring books that relate to the alphabet into the classroom.	At the Library (Reilly & Lee) Also check with librarian for assistance	4. The student will become aware of the many uses of the alphabet.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
5. Also the classroom teacher could work with the music teacher on songs relating to the subject matter.	5. The music teacher should be included in this activity. Also check with other teachers for ideas.	5. The student will be able to relate the alphabet to the world of work by stating two specific occupations which include the use of the alphabet.

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will demonstrate that his perception of others will show acceptance and respect for values of others.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Self and Family (Could be coordinated in all subject areas)
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
Art *S.S.	1. Make an ABC Book of Jobs booklet 1. Books could be related to jobs of parents 2. Books could be used to identify jobs the child is interested in	1. Society for Visual Education, Chicago IL <u>What to Be Book Bag</u>	1. The student will be able to orally identify the roles of his family.
S.S.	2. Make an individual scrapbook of child's family	2. The Baker Taylor Co. Visual Service Division, Mommens, IL "What Shall I Be"	2. The child will be able to express a variety of career opportunities.
S.S.	3. Child could spend part of a day with parent at work	3. National Dairy Council, Chicago, IL <u>What Will I Be From A To Z</u>	3. The child will be able to demonstrate an understanding of the work his parents do.
*L.A.	4. Role play situations in which child depicts kinds of jobs mother does, mother does . . .	4. Use game of charades for this activity	4. The child should be aware that not all moms and dads perform the same duties.
Art	5. Make murals of "Kinds of Jobs at Home"	5. Open discussion for jobs and families	5. The child will demonstrate his awareness of family work roles.

*S.S. - Social Studies
*L.A. - Language Arts
Sci. - Science

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Math 6. Count the letters in Father or Mother. Find a L.A. job that begins with each letter.</p> <p>6. Bring parents into the classroom to describe their particular job role.</p>	<p>6. Filmstrips, Eye Gate "Families in Action" Level I "Let's Meet Some Families" <u>Encyclopedias</u> <u>Britannica</u> <u>Identity Unit</u> <u>Where You Are in Your Family</u>" Every Family is Special Open discussions of families</p>	<p>6. The child will demonstrate his awareness of several occupations he is familiar with.</p>

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: Discuss attitudes or feelings about work in which we participate at home, school and community.

Self, Family and Feelings (could be coordinated in all subject areas)			
GRADE LEVEL OR SUBJECT	AREA OR UNIT OF STUDY	CAREER RELATED ACTIVITIES	EVALUATION/OUTCOME
		RESOURCES	
J.A.	1. The student will discuss work he does for or with his family.	1. Society for Visual Education, Chicago, IL Multi-media Kit M-45 <u>Family and Community</u>	The student should be aware of many kinds of work and necessary.
J.A.	2. Child will list activities which he enjoys doing in school and at home.	2. Life Series 207-1 "Families Have Fun" 207-2 "Family Members Work" <u>Picture Story Study Prints SP-125 A</u> <u>Family at Work and Play</u>	Different people enjoy different types of work.
S.S.	3. Child can bring to school things which are pertinent to his parent's job.	3. Encyclopedia Britannica, Chicago, IL Films 16mm "The Kingdom of Could Be You"	Many jobs require certain types of tools or protective clothing.
J.A.	4. Child can write a story about what he wants to be.	4. <u>I Want to Be</u> , Book Series, Children's Series	Even young people have attitudes and ideas about work

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
L.A.	5. Children can discuss the school work they particularly enjoy.	5. Viking Press, New York, <u>I Like to Be Me</u> , Ferdinand	5. Each person is an individual and has his own likes and dislikes.
Art	6. Child can draw a picture entitled "Proud to be Me." He can describe some differences between himself and classmates.	6. Child should have access to scales, measures and mirrors to denote difference in height, weight, hair color and skin color.	
Art	7. Child can make and illustrate work activities which are personally satisfying to him.	7. Singer filmstrip <u>Developing Basic Values</u> 727-1 "Respect for Property" 727-3 "Acceptance of Differences" 727-4 "Recognition of Responsibilities"	
L.A.	8. Discussion of work attitudes, feelings and behaviors. Child can complete sentences:	8. <u>Hat Happenings</u> Trend Enterprises St. Paul, Minnesota "How Do You Feel? Hats" Price \$5.95	1. A good helper does . . . 2. A good helper feels . . .

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	Self and School <i>(Could be coordinated in all subject areas)</i>
CAREER RELATED ACTIVITIES			

RESOURCES		EVALUATION/OUTCOME
1. Singer Filmstrip F796-3 "Manners on the Playground"		1. The student will demonstrate his ability to work and play with others.
2. <u>American Guidance Service, Circle Pine, MN</u> Duso Kit D-1		2. The student will be able to demonstrate and/or list his responsibilities at home and at school.
3. Make a helper's chart to give responsibility. Use helping hands for daily classroom jobs--child traces hand, name is put on hand and one hand is chosen each day for daily classroom jobs.		4. Society for Visual Education, Chicago, IL "Learning to Live Together" Part 1 & Part 2 F801-1 F802-1 F801-2 F802-2 F801-3 F802-3 F801-4 F802-4
4. Use ladder bulletin board for designating new job responsibilities acquired. Child can draw ladder and with new job responsibility acquired he climbs one rung of the ladder.		<u>American Guidance Service, Circle Pine, MN</u> "Family and Home Cards"
5. Test in categories: Things we have done for ourselves and others Things we do together Things that are done for us		

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and describe situations in which the decisions affect himself and others.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	<u>Self Awareness</u> (Could be coordinated in all subject areas)
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
Self Awareness L.A.	1. Discuss what happens when the common courtesies of others are neglected.	1. Singer (Filmstrips) F7961 - "Manners at Home" F796-3 "Manners at School"	1. The student will be able to demonstrate cooperative behavior with others and understand the feelings of those with whom he comes in contact.
L.A.	2. Read story and have students supply possible endings	2. The student will be able to demonstrate his understanding of various situations by creating these endings.	2. The student will be able to demonstrate his understanding of various situations by creating these endings.
L.A.	3. Oral Responses	3. Singer (Filmstrips) "Learning to Live With Others," F800-3 "Learning What Giving is All About" F800-4 "Learning to Be Responsible"	3. Singer (Filmstrips) "Learning to Live With Others," F800-3 "Learning What Giving is All About" F800-4 "Learning to Be Responsible"
39	What would you do if 1. A friend loses something? 2. A friend gets hurt? 3. You have a ball and your friend has none? 4. If you feel grumpy?	4. Designate an activity the child doesn't like and have him try to perform it with a different attitude.	4. F800-1 "Learning to Be Your Best Self"

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will describe situations when group decisions should be made.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY Could be coordinated in all subject areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>L.A. 1. Discuss what happens when students do not work as a team on other assigned classroom jobs.</p> <p>S.S. 2. Provided with the materials of a work setting, the students will organize a simulation to demonstrate how the work of each person contributes to a common goal.</p> <p>S.S. 3. After visiting school and community work settings, the student will discuss how people who are working together work to achieve common goals.</p> <p>4. Have a snack time and decide who makes things, who serves people and who provides information.</p>	<p>Wedgewood Play Figures No. G104 Family Group No. G111 Community Workers GW School Supply</p>	<p>The student will identify attitudes and behaviors which help him and others to perform a group task.</p>

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials and processes.

GRADE LEVEL OR SUBJECT Grade One **AREA OR UNIT OF STUDY** Could be coordinated in all subject areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>L.A. 1. Discuss why workers' jobs have changed</p> <p>L.A. 2. Role play people working in different historical eras at different jobs.</p> <p>S.S. 3. Visit a museum and study early living of workers and their tools.</p> <p>S.S. 4. Present a style show depicting modern and old-fashioned dress. Discuss reason for change in dress.</p> <p>S.S. 5. Through holiday stories and songs, the student will identify and illustrate customs and traditions practiced in the home and the effect they have on work.</p> <p>S.S. 6. After a study of early American life, the student will identify various customs and traditions of the period and show through role play how they affect work.</p>	<p>All resources from GW Supply Flannelboard set #151 Community Workers #150 Community Helpers Desk top activity kits #1032 Community Helpers at Work #1050 Seasons #1031 A Day At the Zoo #1030 Visiting the Farm Hand Puppets H100F Family Set H100C Community Workers Finger Puppets Family Set</p>	<p>The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.</p> <p>#1-346 Games for Special Days Stories Around the Calendar, What To Do for Primary, Plays, Face Puppets, The Family #1185 Pictures - Indians of the Eastern Forest, #780 Holiday Poster Sets, #702 Pictures History on Display</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>L.A. 7. Through creating holiday greeting cards, the student will illustrate how our customs and traditions affect the world of work.</p> <p>L.A. 8. The student will talk with older people in the community or invite them to come to school to discuss work as it was done "long ago" in connection with customs and traditions.</p> <p>Sci. 9. After studying the early methods of food preservation, the student will compare them with modern methods of preservation by making a pictorial chart using magazine cutouts.</p> <p>Music 10. After listening to taped or recorded songs and dances of the early American period, the student will discuss how these songs and dances aided the people of this period with their work.</p>	Resource people Speaking on subject of "Work in the Past"	

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify situations in which environmental conditions effect his decisions.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	RESOURCES	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				
Art S.S.	1.	Discuss clothing to be worn on different types of days. Make pictures to illustrate.	Flannelboard #285 We Dress for the Weather Weather Station #7700 Day by Day Calendar #9374	The student will describe ways the environment affects his work and play at home and school.
S.S.	2.	Make shadow boxes with dolls appropriately dressed for different weather conditions.	Classroom thermometer	
Sci.	3.	Discuss jobs affected by the weather: farmers ship captains resort owners truck drivers pilots fishermen	GW School Supply	

Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: Identify people who are working together toward a common goal and explain how the work of each person contributes to that goal.

GRADE LEVEL OR SUBJECT	AREA OR UNIT OF STUDY	RESOURCES	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES			
S.S.	1. Surprise Worker Game - Divide room into 2 teams. The first person on the team calls out an occupation. The first person on the other team calls out a related one. He is out if he cannot think of one. Ex. Nurse - Doctor Teacher - Principal	1. <u>Come to Work With Us Series - Houghton Mifflin</u>	1. The children will be able to name 5 pairs of people that must work together toward a common goal.
F.	2. Role play people cooperating Ex. Dentist and Dental Assistant	2. Dress-up hats, clothes, Dress Up Kit	2. The children will be able to name things that they can do to help the community helper.
S.S.	3. Teacher makes a slide presentation of workers in Science institution such as a hospital where children cannot visit.	3. Camera, slide projector	3. The children will discuss the people that work together toward a common goal.
S.S. L.A. Reading	4. Make map of people in community—draw pictures of how the children can help the community helpers.		4. The children will be able to name things that they can do to help the community helper.
S.S. L.A.	5. After a tour of the post office, etc., have the children name and discuss the many people in a "Job Family" (groups that work together)	5. <u>Friendly Helpers Around Town</u> <u>Friendly Helpers for Health & Safety</u>	5. The children will be able to name people in a "Job Family."

EVALUATION/OUTCOME

RESOURCES

CAREER RELATED ACTIVITIES

S.S.	6. After studying appropriate audiovisual material, the student will list people who are working together and illustrate (e.g. bulletin board, booklets, drawings, puppet show) how the work of each person contributes to a common goal.	6. Eye Gate Quickstrip <u>Where Does It Come From Series</u> 1. Milk 2. Bread 3. Meat 4. Water books and magazines	5. The children will be able to discuss groups of people who must work together.
S.S.	7. Using stick puppets to portray workers, the students will enact an original skit. What would happen if one of the people did not do their job?	7. Paper, cloth, buttons, sticks	7. The children will be able to discuss problems that might arise if just one person did not perform his duty.
Art	8. Montage - choose an occupation. Children cut out related pictures. Ex. pictures related to schools or hospitals	8. Magazines, newspapers	8. The children will discuss why people work together.

Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: Identify how attitude, abilities, and experiences affect performance.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	
CAREER RELATED ACTIVITIES			EVALUATION/OUTCOME
RESOURCES			
L.A.	1. Duso Kit (Selected activities)	1. Available at State Fair Community College or American Guidance Services	1. The child will show favorable and unfavorable attitudes, etc., by using puppets.
L.A. S.S. Art S.S.	2. Puppets - Make 2 or more puppets showing difference in attitudes and abilities: Happy - Sad Obedient - disobedient Playing an instrument - dancing	2. Teacher materials, paper, paste, cloth, buttons, scraps Duso Kit	2. The children will portray people with different abilities doing what they do best.
L.A. S.S.	3. Role playing showing how people with different abilities can do different things.	3. People puppets, Trend Enterprise	3. The children will list several jobs (orally) and give the skills required for each.
L.A.	4. Discuss jobs and required skills	I Want to Be by Children's Press <u>Come To Work With Us Series</u> by Houghton Mifflin, resource people, use school library magazines	4. The children will list several jobs (orally) and give the skills required for each.
Art S.S.	a. Make costumes of various occupations or have children dress as parents' occupations	a. School art supplies, things brought from home	a. The student will make a costume and portray what the worker wearing that costume does.

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CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
L.A.	b. Make "Me" books, books about the individual and what he can do	b. Magazines, art supplies	b. The student will make a booklet about himself including his family, home, pets, interests and picture of self.
L.A. Art Math Science Reading	c. Store fronts - bring in carpentry and use of tools, measures, read directions, talk about ordering. Have carpenter visit, possibly.	c. Could visit retail store prior to building store front, possibly retail lumber	c. The student will assist in construction of store front showing ability to use various tools, measures and skill.
L.A.	d. Invite parents to your class to discuss their jobs.	d. Resource people	d. The student will discuss the various duties of each worker who visits the class.
Art	e. Take pictures of people at different jobs	e. Camera	e. The children will identify the worker in the picture and discuss the duties involved in their jobs.

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: To develop interest through meaningful work activities.

GRADE LEVEL OR SUBJECT	Grade One	AREA OR UNIT OF STUDY	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
L.A. Math Reading	1. Play store - bring boxes and cover the labels and make new labels so that children have to read the product names. Incorporate math by comparing prices, adding, etc.		1. Empty boxes, paper, scissors	1. Children will be able to name these workers needed to run a store.	
S.S. Math Reading	2. Field trips and follow-up a. Florist - plant flowers, use tools b. Bakery - bake bread c. Telephone company - get phones from phone company or make phone books and use play phones d. Post office - write and mail letters e. Shoe factory - polish shoes f. Fire station - check home for fire hazards g. Highway Patrol - bike radio (contact patrol) h. Radio and TV station - tape recorder and school's own audiovisual materials and equipment i. Bank - write checks or make change, etc. j. Visit newspaper	57	2. Make a list of community businesses that are willing to have visitors; then, make this list available to all the teachers.	2. The children will draw pictures of people at work both those seen on the field trip and their own work activities.	BEST COPY AVAILABLE

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: Identify several occupational choices available in his school.

GRADE LEVEL OR SUBJECT Grade One AREA OR UNIT OF STUDY

CAREER RELATED ACTIVITIES

S.S. 1. Make a tour of the school and talk with various school workers; you might try visiting one worker each day.

S.S. 2. Make a bus out of cardboard boxes. Let the children take turns being the driver.

S.S. 3. Draw a large map of school. Have the children place cutouts of each worker in his appropriate place
Ex. put picture of principal in spot where his office is

EVALUATION/OUTCOME

RESOURCES

1. The children will name the principle school workers and briefly describe their jobs.

2. The children will list some of the duties of the bus driver.
3. The student will place each worker in his proper place in the school
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Community Workers
Filmstrip Series,
Singer Group 1 -
"School Workers"
F210-1

Music 4. Children write songs to go along with various school workers or learn songs available in music books.

S.S. 5. Make notebooks and write about school workers as L.A. a class or individual project

5. Art materials
Music books
Records, "I Go To School" Educational Record Sales \$5.95

5.

The children will draw pictures of and write a brief summary of each worker in his notebook.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- | | | |
|-----|---|--|
| Art | <p>6. Make bulletin boards depicting school workers</p> <p>L.A. 7. Let children be principal for the day. Teacher
S.S. for the day, etc. Role playing</p> | <p>6. Art materials</p> <p>7. The children will be able to portray some of the duties of each school worker.</p> |
|-----|---|--|

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The student will identify several occupational choices in other areas besides his school and immediate community.

GRADE LEVEL OR SUBJECT Grade One

AREA OR UNIT OF STUDY

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

S.S. 1. Make a tour of community businesses and services (P.O., bank, library, florist, dairy, pharmacy, etc.)	1. List of businesses that would allow children to visit	1. The student will be able to list the workers in each place visited and describe their <u>major</u> duties.
S.S. 2. Children take a day or half day to visit parents at work. Return and report to others		2. The student will be able to discuss his parents' job in front of the entire class.
S.S. 3. Discuss how child depends on workers and how workers depend on him	3. <u>Community</u> , a teaching guide from See Saw Book Club. <u>Community Helpers Pesters</u> , Trend Enterprises, Instructions to Puppet Playmates	3. The children will describe how workers depend on him and how he depends on them.
S.S. 4. Make puppets of different workers	4. Scholastic "Finger Puppets" Construction materials	4. The student will make a puppet depicting some community worker and use it to show what the workers do.

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CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

S.S. 5.	Play "This is What My Father Does" It is played in Music a circle like "Mulberry Bush," but the children use fathers' occupations instead.	5. The student will name father's or mother's occupation and one thing they do during the game.
S.S. 6.	Invite resource people in to discuss jobs	6. List of available resource people
Art 7.	Bulletin boards depicting different occupations	7. Pictures, construction materials
S.S.	8. Make a large map of community. Have them place pictures of workers where they work. May visit some of these.	8. Mural paper, construction materials, pictures of workers, <u>Come Work With Us Series</u> , Houghton Mifflin (books) <u>Community Helpers and Workers</u> , Group 2 Singer (filmstrips)
L.A. 9.	Make a TV roller showing various occupations	9. Paper towel rollers, box, paper, tape
Music 10.	Find "Worker" songs in song books and teach to children. Music teacher could be a big help in finding them.	10. Music books from various companies. Record "Action Songs for Growing Up" Educational Record Sales \$5.95

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>S.S. 11. Construct work sites similar to ones where children's parents work. May visit site first, if possible.</p> <p>S.S. 12. Make something using an assembly line technique with each child having one specific job to do.</p>	<p>10. "Let's Be Firemen and Policemen" Educational Record Sales \$2.49 "All Aboard" - farm and zoo activities Ed. Record Sales \$2.49 "Knowing Our Community Helpers" Ed. Record Sales</p> <p>11. Art materials</p> <p>12. Materials for project</p>	<p>11. The children will participate in the construction and use of work sites.</p> <p>12. The children will successfully perform their part of the assembly line in order to keep it running smoothly.</p> <p>13. Take a walking tour of community or part of community to identify businesses and types of workers seen.</p>

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GRADE LEVEL OR SUBJECT	AREA OR UNIT OF STUDY	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
L.A.	1. Make an ABC book of occupations		1. "What I Want to Be From A-Z" Dairy Council Publications Construction materials	1. Each child will make one page in the book.
L.A.	2. Have children read, <u>I Want to Be Books</u>		2. Available from State Fair Community College (to borrow) or Children's Press (to buy)	2. Each child will read and report to class on at least one <u>I Want to Be</u> book in his interest area.
L.A.	3. Put out magazine pictures of workers and have children write stories about it.		3. Magazine pictures <u>Community Helpers, Posters</u> , SVE	3. The student will take at least one picture and write a short story about it.
L.A. Art S.S.	4. Make or obtain hats depicting different professions. Let the children try on the hats and tell about the workers.		4. Construction materials, hats obtained from different professions (fireman, policeman)	4. The children will put on each hat and depict one duty of that worker.
L.A.	5. Write riddles, poems and stories about various workers. For slower students, they might record on tape recorder and teacher type for a booklet.		5. Scholastic Magazine "What I Want to Be" Dairy Council "What Happens" Series (available at SFCC) tape recorder	5. The children will write as a class or individual a poem riddle, or story to be included in the booklet.

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GRADE TWO

GOALS AND OBJECTIVES--GRADE TWO

Goal One: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

1. The student will identify and respect the ways in which he is a distinct individual.
2. The student will give examples of his interests and will participate in activities which expand his interests.
3. The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

Goal Two: The student shall understand and recognize that each individual has a set of values unique to him.

1. Recognize that people do not have the same interests or abilities.
2. The individual will describe ways in which his expressed feelings affect others.
3. The student will identify attitudes and behaviors which help him and others to perform a task.

Goal Three: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

1. The individual will identify and discuss the role he plays in the functioning of his family.
2. The individual will identify and discuss roles fulfilled by all members of his family.
3. Individual will identify and discuss his responsibility in the maintenance of school and community environments.

Goal Four: The student shall recognize that educational experiences are a means of achieving life goals.

1. The individual will identify and discuss the educational value of:
 1. family trips
 2. television shows
 3. resource people

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2. The individual will identify situations in which there is more than one way to accomplish a task and will list reasons for selecting a specific alternative.
3. The individual will identify factors which affect his decisions.

Goal Five: The student shall examine the concepts of community work roles and the many occupational possibilities.

1. The individual will know and understand the job of his parents or guardians.
2. The individual will know and understand the jobs in his community.
3. The individual will be provided with information about a wide variety of occupations.

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	
		EVALUATION/OUTCOME	
L.A.	<p>1. Write a series of stories</p> <p>a. Me - what I like color, food, seasons, games, clothing</p> <p>b. My family who is in the family, where they live, what they do</p> <p>c. My friends who they are, why they are, your friends</p>	<p>paper for illustration cardboard for collages mirrors, magazines photographs of self and/or others or family bring in magazines "Accepting Ourselves" filmstrip and cassette "I'm the Only Me!" "How Do We Look?" from set of films "The Most Important Person"</p>	<p>The student will be able to give examples of things he likes to do and things he does well.</p>
Art	<p>2. This could be done orally</p> <p>1. Each story can be illustrated</p> <p>2. Self-portrait</p> <p>3. Collage of favorites</p> <p>4. "Proud to be me" picture</p> <p>5. Have each child lie on a sheet of paper and have the teacher or another child trace around him. The child will fill in the details and cut out the outline.</p>	<p>Book--<u>Is This You?</u> Duso Kit I Roll wrap</p> <p>Filmstrip "Who Do You Think You Are?"</p>	<p>67</p>

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will identify and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES		RESOURCES		
1.	Use scales, mirrors and tape measures to arrive at conclusions regarding differences in height, weight, hair color and skin color	1. bathroom scales, mirrors, tape measures	2.	Children suggest and word chart
2.	From a list of descriptive statements, the student will select those which best describe his physical appearance and personality.		3.	Teacher-made list "Accepting Ourselves" Filmstrip and cassette "I'm the Only Me!" film from set The Most Important Person Book <u>Big and Small, Short and Tall</u> , Duso Kit I

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give identity and respect the ways in which he is a distinct individual.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				
RESOURCES				
1. Make footprint - draw his footprint and compare with others	2. Uses of timing devices:	1. Paint, paper, scissors	1. Monkey bars, rope-pull, hand grip	Paint, paper, scissors
a. Calculation of strength - have child try to attempt activities on monkey bars, tug of war between two children. Apply strength on hand grips.	b. Measuring - each child measures himself and compares his measurement with others	2. Tape measure, wall chart	Balloons	Tape measure, wall chart
c. Air capacity - have children count how many times it takes to inflate a balloon	d. Body temperature - each child takes his own temperature	Thermometer		Thermometer
e. Pulse - teach each child to take his pulse and compare with others	f. Weight - make a chart comparing and recording each child's weight	Watch (second hand)		Watch (second hand)

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science and Math	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES		RESOURCES		
1. Make a people-data-things chart to show how much time is spent at a particular kind of activity or interest.	1. Graph paper, clock with second hand	1. The student will be able to identify and discuss the reasons why some work activities are personally satisfying to him.		

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Art
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1.	Construct bulletin board a. snapshots of child participating in favorite activity	1. Prepare bulletin board 2. Drawing paper	

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The student will give examples of his interests and will participate in activities which expand his interests.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1.	The student will discuss the school work he particularly enjoys and tell why he likes it best.		
2.	The student will discuss orally or write a short paragraph on "New Things I Have Learned To Do at School"		
3.	The student will discuss work he does for or with the family and tell why he enjoys it.		

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

GRADE LEVEL OR SUBJECT	AREA OR UNIT OF STUDY	SOCIAL STUDIES (Self)
Grade Two	CAREER RELATED ACTIVITIES	EVALUATION/OUTCOME RESOURCES
	<ol style="list-style-type: none">1. Prepare a scrapbook illustrating a variety of jobs personally satisfying to student: at<ul style="list-style-type: none">a. homeb. school2. Construct a diorama depicting a special interest or hobby	Paper for scrapbooks Boxes

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feeling.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES			
RESOURCES		EVALUATION/OUTCOME	
1.	Complete sentences such as: A good helper does _____. A good helper feels _____. A good helper says _____.	Writing paper Pictures Moods and Emotions Set of Pictures Book, <u>The Hating Book</u> Duso Kit D-1 Unit 2 and 7 Magazine pictures	1. The student will be able to indicate things that he feels are important to him and others in his community and discuss why he thinks these things are important.

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Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies
CAREER RELATED ACTIVITIES		RESOURCES	
EVALUATION/OUTCOME			
1. Select a record depicting a variety of sounds such as "Peter and the Wolf"	2. Make a list of workers with whom student comes in contact during the week and pantomime the attitudes and behaviors which help the workers perform their tasks	3. After listening to sounds on a record, students will interpret sounds and compare their interpretations with those of peers.	4. Given an assortment of toys, students will classify them into "infant toys" and "primary toys." Students will discuss how their perception of fun changes as they grow older.

Goal: The student shall explore his personal attitudes and interests so that he may understand, accept and respect his own uniqueness.

Objective: The individual will identify and discuss his feelings in a variety of situations and will be able to provide appropriate alternative ways of expressing feelings.

GRADE LEVEL OR SUBJECT	GRADE TWO	AREA OR UNIT OF STUDY	ART
CAREER RELATED ACTIVITIES			
RESOURCES		EVALUATION/OUTCOME	
1. Using pictures to create simple interpretation of a story, compare.	Writing paper	2. Various art medias such as clay, pipe cleaners, etc. Creations representing something important to him. Discuss why it is of importance to the individual.	Art medias, clay, pipe cleaners, etc.

1. Using pictures to create simple interpretation of a story, compare.
2. Various art medias such as clay, pipe cleaners, etc. Creations representing something important to him. Discuss why it is of importance to the individual.
3. Draw cartoon type pictures showing different personality types (friendly, sly, bully, helpful, brave) Showing their active participation at play period.
4. Expressing emotion through facial expression. Construct a face portraying one of the emotions. (Sad, happy, excited, surprise, etc.)

"How Do You Feel? Hats"
Filmstrips:
"You Got Mad, Are You Glad?"
"What Do You Do About Rules?"

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES		RESOURCES		
1.	Show pictures of famous people	1. Newspapers and magazines 2. Films: "Oops, I Made a Mistake," "Why Not Try?," "I'm the Only Me!," "You Want To Be?," "Understanding Yourself and Others," "Who Do You Think You Are?"	3. Book: <u>I Want to Be Series</u> Set 24	3. Have a talent day when everyone might do whatever he feels he does the best. (e.g. read a poem, sing, dance, play an instrument, discuss a sport, etc.)

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests and abilities.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				RESOURCES
Attempt through demonstrations to show that persons of certain physical structure are more able to participate in certain activities.				<p>The student will be able to recognize that he perceives things differently from other people.</p> <p>Pictures Films: "I'm the Only Me!" "How Do We Look?"</p> <p>Filmstrips Books Resource person: P.E. teacher Duso Kit D-1, Unit VI Understanding Mastery Competence and Resourcefulness "The Swimming Kangaroo" "Peekaboo Emu"</p>

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY

Physical Education and Art

CAREER RELATED ACTIVITIES

Booklet containing pictures of activities achieved in P.E. class. Showing levels of abilities. I Can Booklet:

- a. I can jump.
- b. I can jump on one foot.
- c. I can hop like a bunny.
- d. I can leap like a frog.
- e. I can run like a deer.
- f. I can roll like a ball.
- g. I can be a seal.
- h. I can be a lame dog.
- i. I can turn a somersault.

RESOURCES

EVALUATION/OUTCOME

Drawing paper, crayons,
water colors
Be sure each of these
activities is performed
in P.E. class

Duso Kit D-1 Unit V: The
Swing
Unit IV: Prince Lazy
Bones

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Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: Recognize that people do not have the same interests or abilities.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES

1. Role play a situation displaying an interdependent chain--each link representing different values. Show what happens when a link is broken.
80
2. Organize small group activities in which each child has an opportunity to work both as a leader and a participant.

RESOURCES

- Film: "What Happens Between People?"
Thinking of Others
Share It With Someone Learning to Live With Others
What Do You Expect of Others?
Guess Who's in a Group?

Duso D-1: Unit III
Ballsad of Captain Blopper
Captain Blooper's Cake

Field trips:
Pepsi-Cola Bottling Co.
Tullis Hall Dairy
Zephyr Manufacturing Company

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Goal: The student shall understand and recognize
that each individual has a set of values
unique to him.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

After assembling in groups and making preparation for pantomime, the students will discuss how they were able to cooperatively work and play as group members.

EVALUATION/OUTCOME

RESOURCES

Films: "The Trouble With Truth" "You Got Mad, Are You Glad?" "It's Not Much Fun Being Angry" "Feeling Good, Feeling Happy!" "Different Kinds of Love" "Doing Something Nice" "Thinking of Others" "What Do You Mean?"

Every Little Family
That's What Friends Are
For

Duso: Unit III
Captain Blooper's Helper
A Spoonful of Sugar
Unit II: Gordo and Molly

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The individual will describe ways in which his expressed feelings affect others.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies
CAREER RELATED ACTIVITIES			
RESOURCES	EVALUATION/CUTCOME		
			BEST COPY AVAILABLE

1. Following small group buzz sessions about "What I Think Makes a Good Person," in my family and community, the student will discuss values which have been identified by the whole group.
22
1. Films: "What Do You Do About Rules?" "You Promised!" "But It Isn't Yours" "Where Are You in Your Family?" "That's Not Fair" "Every Family is Special,"
2. Book & Record A Bargain for Frances That's What Friends Are For
3. Duso D-1 Unit II - all stories
Unit III - The Snow House

Goal The student shall understand and recognize
that each individual has a set of values
unique to him.

Objective: The individual will describe ways in which
his expressed feelings affect others.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts and Art
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CAREER RELATED ACTIVITIES

1. Have a group discussion on the topics, "I like people who" and "I don't like people who."
2. Have children select pictures from magazines that show people performing both activities approved and disapproved of by the children.
3. Construct bulletin board on values utilizing picture selected by the student. Ask children to dictate sentences about the pictures and place captions with the pictures on bulletin board.

RESOURCES

	EVALUATION/OUTCOME
	<p>Ex. "What Is A Friend?" "What Do You Expect of Others?" "But I Don't Yours!" "That's No Fair" "Nothing Ever Seems to Work Out for Me"</p> <p>Mine, Sad Day, Glad Day, The Hating Book, Is This You? Dugg Unit 1: First In Line, Just a Little Peek</p>

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies	EVALUATION/OUTCOME					
CAREER RELATED ACTIVITIES				RESOURCES					
1.	Bring pictures and things he feels are important to him and others to class and develop a display center in which he will present and discuss why these items are important.	Pictures depicting things of interest to children. Films: "The Kingdom of Could Be You" Field trips: McDonald's Town & Country Shoes, Sedalia School of Hairdressing <u>The How and Why Library</u> : <u>At the Books</u> (9) <u>Friendly Helpers Around Town, What Happens at the </u> Series	2.	Students will develop an "experience story chart," illustrating and describing how he and others contribute to work and play.	3.	After visiting school and community work settings, the student will identify people who are working together and discuss how workers contribute to achieve a common goal.	4.	Arrange field trip to various school and community work settings.	Duso Unit VI: All stories apply Unit V: <u>The Losers</u> 4. Paper for experience charts

Goal: The student shall understand and recognize that each individual has a set of values unique to him.

Objective: The student will identify attitudes and behaviors which help him and others to perform a task.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				RESOURCES
1. Aquarium:	Have the groups of children take part in preparation and care of.	2. Terrarium:	Same as the above	<p>1. Materials necessary for such.</p> <p>2. Materials necessary for such.</p> <p>3. Gerbil, rats, mice, fish, turtles, etc.</p> <p>4. Materials necessary for such</p> <p>Film: "Growing Up," "Living Things Are All Around Us"</p> <p>Duso Kit D-1: Unit V <u>The Best Way To Learn</u></p> <p><u>Field trip:</u> Archias Seed Store, Archias Florel Company</p>

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY

Language Arts

CAREER RELATED ACTIVITIES

Playing the role of mothers and fathers, the students will act out various ways parents provide for the economic needs and wants of their families.

RESOURCES

The student will be able to identify his role in the family.

EVALUATION/OUTCOME

Inviting parents to school to talk about their jobs
Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, and Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "Living with Your Family" "The Homes We Live In" "Robert and His Family" Let's Play House Happy Little Family

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Art and Music	RESOURCES	EVALUATION/OUTCOME
BEST COPY AVAILABLE					
CAREER RELATED ACTIVITIES				<ol style="list-style-type: none">1. Draw pictures of what child and family like to do in free time2. Draw a picture of their particular job performed at home3. The thing I least like to do as a home responsibility4. The home responsibility I will do when I grow bigger5. Show pictures of other families experiencing leisure time6. Also pictures of children helping in different capacities for ideas only	<p>1. Drawing paper, yarn, liquid pencils. Make into booklets</p> <p>Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?"</p> <p>Songs: "Oh, Mama, Hurry" "Lazy Mary" "Rockabye Baby" "Mother Make A Home" "Tell Me Your Name, Please" "Polly, Put the Kettle On"</p> <p>Poems and fingerplays</p>

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				RESOURCES
<ol style="list-style-type: none">1. Role play depicting various jobs the student is responsible for at home2. Discuss what student does at home and how his jobs are important for the functioning of the family.3. Pantomime some member of the family engaged in a task at home. Try to guess the task.4. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance				Filmstrips: "Getting Along At Home" "Who Helps Us Live At Our House?" "Some Fathers Are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?" "Housing, Money, Personal Problems" "Manners at Home" "Learning to Live With Others" "Developing Basic Values" "Families Have Fun" "The Homes We Live In"

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss the role he plays in the functioning of his family.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science and Math
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> 1. Chart or graph with pictures of people showing the number of work hours for: mother, father, self, other members of family. 2. Make colored graph showing the position the child has in his family as to first, second, third child. 3. Write a story expressing his feelings as to the importance in his family. 4. Make chart showing how much time is spent sleeping, working, playing 	<ol style="list-style-type: none"> 1. Pictures, paper 2. Colored paper, marking crayons, flannelboard Filmstrips: "Housing, Money, and Personal Problems" "Developing Basic Values" "Families Have Fun" "The Homes We Live In" "Robert and His Family". 		

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT _____ Grade Two _____ AREA OR UNIT OF STUDY _____ Language Arts (Culture)

CAREER RELATED ACTIVITIES

RESOURCES	EVALUATION/OUTCOME
<ul style="list-style-type: none">1. The children may develop family trees showing the people in their own families and writing the occupation of each member of the family.2. Write a story of the job of each family member.3. Discussion: How are the members of my family alike? different?4. Role play the roles of the members of his family	<p>Paper Reference Books Filmstrip: "Family Members Work," Living With Your Family," "Families Have Fun," "Robert and His Family," "Sights and Sounds of the Home" "My Mother Works at Home"</p>

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL, OR SUBJECT Grade Two AREA OR UNIT OF STUDY Art and Music

CAREER RELATED ACTIVITIES

1. Family tree posters
2. Mural recreating each member of his family performing his important job inside and outside of his home.
 - a. Mother
 - b. Father
 - c. Each sister
 - d. Each brother
 - e. Others that might live in the home

RESOURCES

EVALUATION/OUTCOME

1. Large heavy paper Circles which represent individual members of the family
Make or draw tree construction paper Glue and scissors
2. Large sheet of paper Crayons, bright colors

Poems and fingerplays
Filmstrip: "Sights and Sounds of the Home"
Songs: "Oh, Mama, Hurry" "Lazy Mary"
"Rockabye Baby" "Mother Make A Home" "You Better Get Up" "Polly Put the Kettle On"

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES

1. List of goods and services the family needs. Have the child explain how they can be obtained. Give him a list of goods and services and let him decide which he can provide himself and which ones he must pay someone else to do.

2. How do people earn money?

1. salary
2. wages
3. gifts
4. prizes
5. allowances
6. dividends

3. Sources of non-monetary incomes

1. food provided by parents
 2. houses
 3. education
 4. companionship
 5. maintenance of environment by parents and community
4. How they influence in their buying decisions
 5. Give a number of items to child which will satisfy his needs and wants. Ask the child to select those which are needed the most.
 6. Art--Draw pictures of how he would spend one dollar
Later discuss why he spent it ~~that~~ way

EVALUATION/OUTCOME

RESOURCES

- Books:
Mommies are For Loving
How Families Live
Together
About Fathers at Work

- Filmstrips:
"The Working Woman"
"Family Members Work"
"My Mother Works at Home"

- Film: "Our Family Works Together"
SRA: Families at Work

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss roles fulfilled by all members of his family.

GRADE LEVEL OR SUBJECT Grade Two **AREA OR UNIT OF STUDY** Science

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. Have the children make a poster or bulletin board depicting various family members. Discuss concept of the relationship of size to strength. Each child could make an individual book on his family showing each member and listing beside each the various jobs and responsibilities. This should first be done on the large poster for the group in a general discussion having children volunteer and make labels for the poster to obtain a variety of jobs. As each is volunteered discuss why the specific roles are assigned to the different members bringing out the above concepts, could also include discussion of cooperation and responsibility to family or those which are arbitrarily assigned and unrelated to size or strength.
2. Role playing to emphasize the above concepts

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: The individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES			
		RESOURCES	EVALUATION/OUTCOME
1.	Discuss what would happen if most people did not obey rules in: a. classroom b. school as a whole c. playground	Resource people: a. playground supervisor b. principal, Filmstrips: "Care of Property" "Avoiding Litter" From Lollipop Dragon Series "School Friends and Activities" "Let's Visit our Friends" Books: <u>Friendly Helpers Around Town</u> <u>School Helpers</u> From About Books Series	2. Discuss how student contributes to a proper atmosphere at school a. assist the child 1. secret buddy--draw a child's name and help each other secretly during the week 2. Outstanding Citizenship Award b. assisting the teacher 1. student aides c. assisting other school personnel Refer to Social Studies Activities, Goal 3, Objective 3

Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

Objective: Individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1. Community coupon book Example: One ticket for sweeping the walk, raking leaves, picking up trash, shoveling snow, bring in the paper	2. Walk around community to see what improvements are needed Send a letter to editor of newspaper about these needs	Filmstrips: "Care of Property" "Avoiding Litter" From Lollipop Oregon Series "School Friends and Activities" "Let's Visit our Friends" <u>Friendly Helpers Around Town, School Helpers</u> Pictures: Keeping the City Clean and Beautiful	85

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goal The student shall learn about himself in relation to his culture through understanding and experiencing roles

objective Individual will identify and discuss his responsibility in the maintenance of school and community environments.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES

1. Given a school beautification project, students will utilize the skills of communication, mathematics and problem solving to accomplish the task.
2. Have a "clean-up" recess or break once a week in which children clean up their playground area. Hold a class discussion on the importance of this.

RESOURCES

Resource people:

- a. conservationist
- b. someone from garden center
- c. someone from sanitation department
- d. someone from recycling center

Paper sacks

Paper

Pictures: Keeping the City Clean and Beautiful

EVALUATION/OUTCOME

1. The student will be able to identify his role in the maintenance of his school and community.

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Goal: The student shall learn about himself in relation to his culture through understanding and experiencing roles.

GRADE LEVEL OR SUBJECT Grade Two

Objective: The individual will identify and discuss his responsibility in the maintenance of school and community environments.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> 1. Draw a mural of responsibilities of the maintenance of classroom and school 2. Puppet show--showing and telling what would happen if we didn't follow rules of classroom and school 3. Draw pictures of how students can help in the maintenance of the community 4. Draw "before" and "after" pictures of places in the community 	Resource people: Someone from the Historical Society from County	

Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips and television shows and resource people.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
<p>1. Prepare a letter to be sent to parents explaining the necessity of taking their children to various places in the area. Make a recommended list to send home</p> <p>Example:</p> <ol style="list-style-type: none">1. department store2. large grocery store3. library4. court house5. their own place of business6. restaurant7. newspaper office <p>Emphasize the need to talk about what is being observed</p> <p>2. Prepare a bulletin board entitled "Have You Seen?" or "Have You Been To?"</p>			
<p>38 88</p>			

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies	EVALUATION/OUTCOME
CAREER RELATED ACTIVITIES				RESOURCES
1.	Have children make a list of things they would like to see or know about or places they would like to visit.	2.	Have children take photographs of the new places they visit and bring them in for the bulletin board.	Scholastic Magazine Monthly articles on TV programs
3.	Prepare a monthly, or it could be prepared weekly, list of TV shows that would be beneficial for the children to see. Such a list is prepared by Scholastic Book Services monthly and includes a teacher's guide. This comes free with your subscription for the newspaper.			The student will be able to recognize the importance of educational goals.

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify and discuss the educational value of family trips, television shows and resource people.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	
CAREER RELATED ACTIVITIES		RESOURCES	
EVALUATION/OUTCOME			
Art 1. L.A. 2.	Have the children draw pictures of their favorite TV shows Have them share the pictures they made of their TV show and tell why they chose it and how they benefit from the show.	Paper	

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Goal: The student shall recognize that educational experiences are a means of achieving life goals.

Objective: The individual will identify situations in which there is more than one way to accomplishing a task and will list reasons for selecting a specific alternative.

GRADE LEVEL OR SUBJECT Grade Two AREA OR UNIT OF STUDY Social Studies and Language Arts

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Posters or pictures depicting past and present Have the pupils discuss each picture and role play some sector.
2. Have one group write a story about the present
3. Have one group write a story about the past
4. Make a crossword puzzle of old and new words
5. Give pupils ditto worksheets about what they have learned.

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GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES			
RESOURCES			EVALUATION/OUTCOME
<ol style="list-style-type: none"> 1. The students can make individual storybooks explaining jobs of their parents. 2. Make a bulletin board weekly of pictures or photographs of parents at work with stories to accompany 			<p>The student will identify those needs of society which various individuals fulfill.</p> <p>Resource people:</p> <ul style="list-style-type: none"> a. farmer b. bus driver c. factory workers d. waitress e. nurse's aid f. community workers (Public Service) <p><u>Mommaes At Work</u></p> <p>Filmstrip, "My Mother Works at Home" "Family Helpers"</p> <p>Filmstrips: "Some Fathers are Builders" "Just What do Mothers Do?" "What Else Do Fathers Do?"</p>

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the job of his parents or guardians.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Science
CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME	
Make a graph of the number of hours parents spend at work.			

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies

CAREER RELATED ACTIVITIES

- After listening to parents explain job, children may ask questions.
- Each child should spend some time at work with his parents to experience his parents' work day.

RESOURCES

- Invite each parent to come to school to explain his or her job.

EVALUATION/OUTCOME

Goal The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective The individual will know and understand the job of his parents or guardians.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Art
CAREER RELATED ACTIVITIES	RESOURCES		
EVALUATION/OUTCOME			
	1. Draw pictures of parents at work to accompany stories of parent's job. 2. Make a "Parent's Job" mural showing each child's parent in the picture at work	Paper, paint	

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The student will know and understand the job in his community.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1.	After taking field trips and listening to workers tell about their jobs (Social Studies) make an experience chart on community workers.	Filmstrip: "What Is a Job?" "What Are Job Families?" Paper for experience charts	The student will identify benefits and rewards he receives for his work and from the work of others.

1. After taking field trips and listening to workers tell about their jobs (Social Studies) make an experience chart on community workers.
2. Discuss how each of the workers contribute to the community
3. Pantomime various jobs and have other students guess which one you have in mind.

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the jobs in his community.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies
CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME	
<ol style="list-style-type: none">1. The student shall participate in field trips to various places of business in his community, such as newspaper office, bank, post office, supermarket, meat locker, etc.2. Invite several community workers to visit school and talk to students about their particular jobs. If possible, perhaps the people can bring some equipment they work with.	Film on Community Workers Community Helper puzzles Flannel 36, Jobs on Careers <u>When I Grow Up I Want To Be</u> Finger puppets of career education Scholastic		BEST COPY AVAILABLE

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will know and understand the jobs in his community.

GRADE LEVEL OR SUBJECT Grade Two

AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

After drawing and coloring pictures of community workers you have visited, cut them out. Also draw and cut out pictures of equipment, tools, or machinery the workers use. Construct a bulletin board and what they work with.

Crayons, scissors
Drawing paper

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will be provided with information about a wide variety of occupations.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Social Studies
CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME	
		<p>The student will discuss rules which protect people who produce and use goods and services.</p> <ol style="list-style-type: none">1. People from various occupations visit class2. Variety of books on occupations	

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Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will be provided with information about a wide variety of occupations.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	General
CAREER RELATED ACTIVITIES			

In this particular objective, it would depend completely on the area in which you live as to what you would want to elaborate on.

RESOURCES

EVALUATION/OUTCOME

Goal: The student shall examine the concepts of community work roles and the many occupational possibilities.

Objective: The individual will be provided with information about a wide variety of occupations.

GRADE LEVEL OR SUBJECT	Grade Two	AREA OR UNIT OF STUDY	Language Arts and Art
CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
			<p>After a study of an occupation that would fit their surrounding area, the children could be guided toward making a booklet. Writing their ideas on the occupation.</p> <p>Make booklet Draw pictures Crayons, paints, etc.</p>

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AUDIO - VISUAL MATERIAL

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LISTINGS OF MATERIALS AVAILABLE

A listing of audiovisual materials now available through the Audiovisual Library is included in Appendix A of the State Fair Community College Career Education Audiovisual Handbook. Each item is listed by name along with other pertinent information. This includes the name of the publishing company, a brief description of the item, the suggested usage level, the circulation period for which it is available and the call number for all materials other than periodicals.

Each month a recent acquisition listing will be sent out listing the materials processed during the preceding month. These lists can be added to the back of this handbook and kept for reference. Each new edition of a periodical will be listed as it arrives.

BOOK SERIES

1. "What Happens" Series, Reilly and Lee Books, Henry Regnery Company

- A. At a Gas Station
- B. At a Newspaper
- C. At a State Fair
- D. At a Television Station
- E. At a Weather Station
- F. At a Zoo
- G. At an Animal Hospital
- H. At the Circus
- I. At the Library
- J. In a Car Factory
- K. In a Skyscraper
- L. When You Build a House
- M. When You Go to the Hospital
- N. When You Mail a Letter
- O. When You Make a Telephone Call
- P. When You Put Money in a Bank
- Q. When You Spend Money
- R. When You Travel by Plane
- S. When You Turn on the Light

2. Childcraft: Field Enterprises Education Corporation, 1973 edition,
The How and Why Library

- A. Happy Little Family - Rebecca Caudill
- B. Daddy is Home - David Bloomquist
- C. When You Were a Little Baby - Rhoda Berman
- D. Daddy Can Fix It - Dorothy Barrick
- E. Let's Play House - Lois Lenski
- F. Family Helpers - Elaine Hoffman and Jane Hefflefinger
- G. Mommies are for Loving - Penn
- H. How Families Live Together - Malcolm Provers
- I. About Fathers at Work - Ruth Rodlover

3. "I Want to Be" Series - Set 24, Benefic Press

4. Stepping into Science Book Bags "Set 20"

- A. Shapes
- B. Sounds All About Book Bag
- C. Things are Alike and Different
- D. Things are Made to Move
- E. Things to do With Water
- F. Touching for Telling Book Bag
- G. Who, What, and When

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- H. Shadows and More Shadows Book Bag
- I. Many is How Many?
- J. Living Things Change Book
- K. How Big is a Stick?
- L. Food is for Eating Book
- M. Change and Time Book
- N. Animals and More Animals
- O. Magnets Book Bag

Famous People--Family at Work - SRA

	Grade Level
A. All Kinds of Days, Hastings	(K-6)
B. Clouds, McGrath	(K-6)
C. Eggs and Creatures that Hatch from Them, Uhl	(2-4)
D. Engineer of a Train, Johnson	(1-5)
E. Family Helpers, Hoffman & Hefflefinger	(K-3)
F. Farm Helpers, Payton	(1-4)
G. Four Seasons and Five Senses, Radlauer	(K-4)
H. Friendly Helpers Around Town, Hoffman and Hefflefinger	(K-3)
I. Rivers, Dickey	(3-8)
J. Satellites, Carlisle	(3-7)
K. School Helpers, Hoffman & Hefflefinger	(K-3)
6. At the Books - Set 9	
A. Bakery, Colonius	(1-4)
B. Bank, Rus	(2-5)
C. Dairy, Hastings	(K-3)
D. Railroad Station, Reck & Fickter	(1-4)
7. Come To Work With Us Series, Houghton Mifflin	
A. A Newspaper	
B. House Construction	
C. A Department Store	
D. A Hospital	
E. An Airport	
F. A TV Station	
G. A Bank	
H. A Telephone Company	
I. A Hotel	
J. Aerospace	
K. A Toy Factory	
L. A Dairy	

8. Early Career Books, Lerner Publications Company

- A. Careers With an Airline
- B. Careers in a Bank
- C. Careers in Baseball
- D. Careers in Computers
- E. Careers in a Department Store
- F. Careers in Football
- G. Careers in Hockey
- H. Careers in a Medical Center
- I. Careers With a Police Department
- J. Careers With a Telephone Company
- K. Careers With a Television Station
- L. Careers in Printing

9. Medical Books for Children, Lerner Publications Company

- A. Our Wonderful Hands
- B. Our Remarkable Feet
- C. Where Do You Come From?: The Story of Evolution
- D. Horns, Hoofs, Nails
- E. They Wouldn't Quit: Stories of Handicapped People
- F. Red Man, White Man, African Chief: The Story of Skin Color
- G. How We Hear: The Story of Hearing
- H. Lefty: The Story of Left-handedness
- I. Twins: The Story of Twins
- J. Doctor's Tools
- K. Peter Gets the Chickenpox
- L. Dentist's Tools
- M. Why Glasses?: The Story of Vision
- N. How We Talk: The Story of Speech
- O. Michael Gets the Measles
- P. Karen Gets a Fever
- Q. Fur, Feathers, Hair
- R. Penny, the Medicine Maker: The Story of Penicillin
- S. Dear Little Mump Child

10. Basic Understanding Series, Benefic Press

- A. How We Get Our Mail
- B. How Families Live Together
- C. How Hospitals Help Us
- D. How Schools Help Us
- E. How We Celebrate Spring Holidays
- F. How We Get Our Clothing
- G. How We Get Our Dairy Foods
- H. How Airplanes Help Us
- I. How Foods are Preserved
- J. How We Travel on Water

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- K. How We Use Maps and Globes
- L. How Rules and Laws Help Us
- M. How Farms Help Us
- N. How Our Government Helps Us
- O. How Communication Helps Us
- P. How Printing Helps Us
- Q. How We Travel on Land
- R. How We Get Our Cloth
- S. How We Get Our Shelter
- T. How People Live in the Big City
- U. How People Earn and Use Money
- V. How People Live in the Suburbs

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KITS

- 1. DUSO (Developing Understanding of Self and Others) Kit I, American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activities.
- 2. DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities.
- 3. Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide.
- 4. "I Want to Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette.
 - A. I Want To Be a Forester
 - B. I Want To Be a Musician
 - C. I Want To Be a Beauty Operator
 - D. I Want To Be a Secretary
 - E. I Want To Be an Architect
 - F. I Want To Be a Hockey Player
- 5. Educator's Kits, Let's Save the Children, Inc. Units based on experiences of popular black personalities (Roberta Flack, Isaac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson). Includes books, teacher's guide, puzzles and coloring books.
- 6. How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, surprise and puzzlement.
- 7. Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books and storage case. One copy of each of the following enrichments books is included:
 - A. I am Here
 - B. My Family and I
 - C. My Friends and I
 - D. I Can Do It
- 8. Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity

books and storage case. One copy of each of the following enrichments books is included:

- A. Going to School
- B. About Our School
- C. In Our Class
- D. In Our School

9. Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books and storage case. One copy of each of the following enrichments books is included:

- A. I Live in the City
- B. Going and Coming
- C. Animals We Know
- D. Community Friends

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POSTERS

1. Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level.
2. Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers.
3. Transportation Posters, Trend Enterprises. Eight full-color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area.

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POEMS AND FINGERPLAYS.

Five in our family
This is mother, dear
This is father, here
This is the brother, tall
This is the sister who plays with her doll
This is the baby, the best of all
You see our whole family, both great and small

*

This is the father who brings us our bread
This is the mother who makes all of our beds
This is brother who plays with the toys
This the sister who cares for her doll
This is the baby, smallest of all

*

I have two little hands to help my mother
Two little eyes to see her
Two little ears to hear her sweet voice
And one little mouth to kiss her good night

*

Here are Mother's pots and pans
Put a little soap in sh, sh
Rub a scrub and rub some more
Now stoop down and mop the floor

*

Here's a little washing bench
Here's a little tub
Here's a little scrubbing board

*

Set the table
Sweep the stairs
Pick up papers
Dust the chairs

SONGS

1. "Oh, Mama, Hurry" - Exploring Music, page 105
2. "Lazy Mary" - Exploring Music, page 47
3. "Rockabye Baby" - Exploring Music, page 54
4. "Mother Make a Home" - Making Music Your Own, page 15⁴
5. "You Better Get Up" - Magic of Music, page 102
6. "Tell Me Your Name (Job) Please" - Burchard, page 16
7. "Polly, Put the Kettle On" - Exploring Music, page 48

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PUZZLES

Doctor	Nurse	J. R. Halcomband Company
Postman	Barber	3000 Quagley Road
Milkman	Dentist	Cleveland, OH 44113
Policeman	School Patrol	
Farmer	Fireman	
Teacher	TV Repairman	
Librarian		

Judy Wooden Puzzles

Occupator Series - 8 puzzles, teacher, nurse, school crossing guard, mailman, etc.

Judy Wooden Puzzles - 16 puzzles, milkman, paper boy, barber, dentist, astronaut

Judy See Puzzles - sequence puzzles, story of milk, building a house

Instructor Puzzles from:

Berkley-Cardy
1900 N. Narragansett Avenue
Chicago, IL 60639

Plastic Laminated Crosswork Puzzles - airplane, transportation and communication, farm and city, community helpers

Ideal Puzzle from Berkley-Cardy

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Moods and Motions Comes with set of pictures from Hoover or Benefic Press

Community Helpers Posters Set

The Mailman
The Bus Driver
The Milkman
The Farmer
The Airplane Pilot
The Nurse
The Policeman
The Fireman
The Store Cashier

Marshall Central Library

School Friends and Helpers

Marshall Central Library

Schools, Families, Neighborhood Readiness Kit

Picture 31 "Children Share Responsibilities at Home"

Picture 3 "Mother Baking"

Picture 25 "Family Members Work Together to Meet Needs"

Picture - Story Study Prints Series

School Friends and Helpers Set

Family and Community Life Series

Set Sp 119 Police Department Helpers

Set Sp 120 Fire Department Helpers

Set Sp 121 Postal Helpers

Set Sp 122 Dairy Helpers

Set Sp 123 Supermarket Helpers

Set Sp 124 Hospital Helpers

Set Sp 125 A Family at Work and Play

Set Sp 126 School Friends and Helpers

Set Sp 127 Neighborhood Friends and Helpers

Set Sp 128 Keeping the City Clean and Beautiful

Berkley-Cardy
1900 N. Narragansett Ave.
Chicago, IL 60639

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FELTS

When I Grow Up, I Want To Be
36 jobs and felts

C.C.M. School Materials, Inc.
8200 South Hoyne Avenue
Chicago, IL 60620

Understanding Our Feelings

Community Helpers

The Classification Game

Community Friends

The Community

The Community Helpers

People We Know

Community Workers

Berkley-Cardy
1900 N. Narragansett Ave.
Chicago, IL 60639

PAPERBACKS

Scholastic Magazine

A Bargain for Frances - lesson about friendship

Dear Garbage Man

The Hating Book

Mine

Mommies At Work

Nancy and Jeff

Sad Day, Glad Day

Big and Small, Short and Tall

My Box and String

Only One Ant

That's What Friends Are For

What Do They Do When It Rains?

Curious George Goes to the Hospital

Curious George Takes a Job

Is This You?

Picture book asks child questions about himself and encourages him to draw his answer.

If You Lived with the Circus

Black is Beautiful

The Christmas Secret

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FILMSTRIPS

"Elizabeth Blackwell, First Woman Doctor"
"Eleanor Roosevelt, First Lady of the World"
"Pearl S. Buck, An American From China"
"Margaret Mead, Student of Mankind"
"Mary Church Terrell, Meddler with a Mission"
"Jane Adams, A Very Good Neighbor"

SVE

"School Workers"
"Library Workers"
"Supermarket Workers"
"Doctor's Office Workers"
"Department Store Workers"
"Hospital Workers"
"Fire Department Workers"
"Television Workers"

SVE

"Fire Department"
"Newspaper"
"Police"
"Library"
"Teacher"
"Doctor"
"Post Office"
"Taking a Trip with a Book"

Listening Library
One Park Avenue
Old Greenwich, CT 06870

Lollipop Dragon Series
"Avoiding Litter"
"Care of Property"
"Kindness to Animals"
"How the Lollipop Dragon Got His Name"
"Taking Turns"
"Working Together"

SVE

"You Got Mad; Are you Glad?"
"Who Do You Think You Are?"
"Guess Who's In a Group!"

"Learning to Live with Others"
"Getting to Know Me"
"Learning About Manners"
"Developing Basic Values"
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"Families Have Fun"
"Family Members Work"

Each includes filmstrips, study prints and recordings

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"School Friends and Activities"
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"The Homes We Live In"
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"Sights and Sounds of the Home"
"Policemen and Firemen"
"Our Post Office"
"Let's Visit the Dentist"
"Safe and Sound Along the Way"
"Community Workers and Helpers"
"Air Travel Today"
"Fun on Wheels"

SVE, Inc.
1345 Diversey Parkway
Chicago, IL 60614

"Why Visit The Dentist?"

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, CA 91201

Sets of Filmstrips

"Measuring Things"
"Discovering Your Senses"
"Neighborhoods"
"Our Community Utilities"
"Going Places in the City"
"Workers Series"

Coronet Instructional Material
65 E. South Water Street
Chicago, IL 60601

"Community Helpers" (18 community helpers)
Creative Visuals
Box 1911
Big Spring, TX 79720

"Garage Mechanic" - Eye Gate
"Gas Station Attendant" - Eye Gate
"Hospital, Working in a Hospital" - Avid Corporation
"Laundry, Working in a Laundry" - Avid Corporation
"Nursing, The Nurse's Aid" - Eye Gate
"Helping the Healing Hands" - Educraft

"School Cafeteria Worker" - Eye Gate
"Supermarket Stocker" - Eye Gate
"Waitress" - Eye Gate
"The Working Woman" - VEC
"Dental Hygienist" - Film Associates
"The Neighborhood Barber" - Eye Gate
"The Neighborhood Beautician" - Eye Gate
"The Neighborhood Newspaper" - Eye Gate
"The Neighborhood Nurse" - Eye Gate

"The Neighborhood Optometrist" - Eye Gate
"The Neighborhood Pharmacist" - Eye Gate
"Recreation, Park and Playground Workers" - Eye Gate
"My Mother Works at Home" - Imperial Films

Accoustifone Corporations Career Exploration Series - containing filmstrips and cassettes

#408 - Food Services, serving people
#411 - Public Utilities
#412 - Metal Working
#413 - Public Service
#414 - Personal Service
#401 - Clerical Occupations
#402 - Municipal Law Enforcement, protection of the people

Accoustifone Corporation
8954 Comanche Avenue
Chatsworth, CA 91311

Educational Projections Corporation
Order from:
B and R Education, Inc.
404 Admiral Blvd.
Kansas City, MO 64106

#840 Taking Turns - Sharing
#1129 Getting Along at Home
#884 Who Helps Us Live in Our House
#889 Some Fathers are Builders

Education Projections
"Communities and Community Workers" Kit No. 20-2
Containing cassettes, filmstrips and transparencies

"School and Family Relations" Kit No. 70-2
Containing filmstrips, cassettes and transparencies

"Housing, Money, Personal Problems" Kit No. 80-2
Containing filmstrips, cassettes and transparencies

"Accepting Ourselves" Set P.G.-3, cassette and filmstrip

"Understanding Yourself and Others" Set PG-14
"Helpers" Set PG-25

"Would You Like to Be a Cashier?" - Eye Gate
"The Variety Store" - Eye Gate
"Just What Do Mothers Do?" - Educraft
"What Else Do Fathers Do?" - Educraft

Foundations for Occupational Planning

"Who are You?"
"What Do You Like to Do?"
"What Is a Job?"
"What are Job Families?"

SVE

First Things: Sound filmstrips for primary years

Guidance Associates
Pleasantville, NY 10570

10 filmstrips - 1970

"Who Do You Think You Are?"
"Guess Who's in a Group?"
"What Happens Between People?"
"You Got Mad, Are You Glad?"
"What Do You Expect of Others?"
"The Trouble With Truth"
"What Do You Do About Rules?"
"You Promised"
"But It Isn't Yours"
"That's No Fair"

FILMS

The Most Important Person Set

Attitudes

"Oops, I Made a Mistake!"
"I'm Lonely"
"Why Not Try?"
"We Can Do It!"
"It's Not Much Fun Being Angry"
"Nothing Ever Seems to Work Out for Me"

Identity

"I'm the Only Me"
"Where Are You in Your Family?"
"How Do We Look?"
"What Do You Think You Want to Be?"
"Every Family is Special"
"The Most Important Person"

Feelings

"Feeling Good, Feeling Happy!"
"I Used to Be Afraid"
"Different Kinds of Love"

Getting Along With Others

"Growing Up"
"Doing Something Nice"
"Thinking of Others"
"What is a Friend?"
"What Do You Mean?"
"Living Things Are All Around Us"
"Share It with Someone"

The Kingdom of Could Be You

"The Kingdom of Could Be You"
"Agribusiness"
"Business and Office"
"Communication"
"Construction"
"Consumer Homemaking"
"Environment"
"Fine Arts and Humanities"
"Health"
"Manufacturing"
"Marine Science"
"Marketing and Distribution"
"Personal Service"
"Public Service"
"Recreation, Hospitality, Tourism"
"Transportation"

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"A Day With Your Family"

Roa's Films
1696 North Astor Street
Milwaukee, WI

"Our Family Works Together"

Argus Films

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SOURCES of CAREER and
OCCUPATIONAL INFORMATION

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SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, New York 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

National Association of Accountants
505 Park Avenue
New York, New York 10022

Financial Executives Institute
50 West 44th Street
New York, New York 10036

The Institute of Internal Auditors
170 Broadway
New York, New York 10038

Advertising, Marketing, and
Public Relations - For more information
Write:

American Association of Advertising
Agencies
200 Park Avenue
New York, New York 10017

American Advertising Federation
1225 Connecticut Avenue
N.W., Washington, D.C. 20036

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017

Small Business Administration
Washington, D.C. 20416

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Service Department
Public Relations News
127 East 80th Street
New York, New York 10021

Aerospace and Aviation -
For more information write:

American Institute of Aeronautics
and Astronautics
1290 Avenue of the Americas
New York, New York 10019

Air Transport Association of America
1000 Connecticut Avenue
N.W., Washington, D.C. 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue
N.W., Washington, D.C. 2-036

Agribusiness and Natural Resources -
For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60068

American Society of Agricultural
Engineers
2950 Niles Road
St. Joseph, Michigan 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

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Business and Office Services -
For more information write:

Administration Management Society
Publications Department
Willow Grove, Pennsylvania 19090

American Management Association
135 West 50th Street
New York, New York 10020

National Association of Purchasing
Management
11 Park Place
New York, New York 10001

National Secretaries Association
(International)
616 East 63rd Street
Kansas City, Missouri 64110

Communication and Media -
For more information write:

American Newspaper Publishers
Association Foundation
750 Third Avenue
New York, New York 10017

Sigma Delta Chi, National Professional
Journalism Society
35 East Wacker Drive
Chicago, Illinois 60601

Education Council of the Graphic
Arts, Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Modern Language Association
60 Fifth Avenue
New York, New York 10011

American Library Association
50 East Huron Street
Chicago, Illinois 60611

National Association of Broadcasters
1771 N Street
N.W., Washington, D.C. 20036

Construction - For more information
write:

Associated Builders and Contractors, Inc
P.O. Box 698
Glen Burnie, Maryland 21061

National Forest Products Association
1619 Massachusetts Avenue
N.W., Washington, D.C. 20036

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, Michigan 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, Michigan 48202

Architecture - For more information write:

Association of Collegiate Schools
of Architecture
1785 Massachusetts Avenue
N.W., Washington, D.C. 20036

The American Institute of Architects
1735 New York Avenue
N.W., Washington, D.C. 20006

The American Institute of Architects
1785 Massachusetts Ave. N.W.
Washington, D.C. 20036

Banking, Finance, and Investment -
For more information write:

The American Bankers Association
1120 Connecticut Avenue
N.W., Washington, D.C. 20036

Investment Counsel Association of
American, Inc.
127 East 59th Street
New York, New York 10022

National Consumer Finance Association
1000 - 16th Street
N.W., Washington, D.C. 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, Illinois 60601

National Bankers Association
4310 Georgia Avenue N.W.
Washington, D. C. 20011

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St. N.W.
Washington, D.C. 20429

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National Association of Home Builders
1625 L Street
N.W., Washington, D.C. 20036

Data Processing and Computer -
For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

American Federation of Information
Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, California 94102

Association of Computing Machinery
1133 Ave. of the Americas
New York, New York 10036

Education - For more information write:

National Education Association
1201 - 16th Street
N.W., Washington, D.C. 20036

American Federation of Teachers
1042 - 14th Street
N.W., Washington, D.C. 20005

Association for Childhood Education
International
3615 Wisconsin Avenue
N.W., Washington, D.C. 20015

The Council for Exceptional Children
Suite 900,
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

American School Counselor Association
1607 New Hampshire Avenue
N.W., Washington, D.C. 20009

U.S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C.

The College Placement Council, Inc.
P.O. Box 2263
Bethlehem, Pa. 18001

Electronics - For more information write:

National Alliance of Television and
Electronics Service Association
5908 S. Troy Street
Chicago, Illinois 60629

Electronics Industries Association
2001 Eye Street
N.W., Washington, D.C. 20006

Engineering - For more information write:

Engineers' Council for Professional
Development
345 East 47th Street
New York, New York 10017

American Institute of Industrial
Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

American for Engineering Education
1346 Connecticut Avenue
N.W., Washington, D.C. 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

Institute of Electrical and Electronics
Engineers, Inc.
345 47th Street
New York, New York 10017

The American Society of Mechanical
Engineers
United Engineering Center
345 East 47th Street
New York, New York 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, New York 10017

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Environment - For more information write:

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, Illinois 62901

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Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, Illinois 60058

Soil Conservation Society of America
7515 N.E. Ankeny Road
Ankeny, Iowa 50021

National Environmental Health
Association
1600 Pennsylvania Street
Denver, Colorado 80203

Society of American Foresters
1010 - 16th Street
N.W., Washington, D.C. 20036

The American Forestry Association
1319 - 18th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission
Washington, D.C. 20250

Employment Division
Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Food Service and Processing -
For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, Illinois 60603

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Health and Medicine - For more information
write:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

National Health Council, Inc.
1740 Broadway
New York, New York 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, Illinois 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, Illinois 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, Illinois 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, Illinois 60611

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

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National League for Nursing
10 Columbus Circle
New York, New York 10019

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Physical Therapy Association
1156 - 15th Street
N.W., Washington, D. C. 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, Illinois 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park
Association
1700 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823

American Association for Health
Physical Education and Recreation
1201 - 16th Street
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, New York 10017

Insurance Occupations -
For more information write:

National Association of Public
Insurance Adjusters
1613 Munsey Bldg.
Baltimore, Md. 21202

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Society for Industrial and Applied
Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Personal Services - For more information
write:

Society of American Florists
901 North Washington Street
Aldexandria, Virginia 22314

Retail Jewelers of America, Inc..
1025 Vermont Avenue
N.W., Washington, D.C. 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, California

National Society of Interior Designers
315 East 62nd Street
New York, New York 10021

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Associated Master Barbers and Beauti-
cians of America
219 Greenwich Road
Charlotte, North Carolina 28211

American Institute of Laundering
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, D.C. 20006

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National Association of Real Estate
Boards
155 East Superior Street
Chicago, Illinois 60611

The National Retail Merchants Association
100 West 31st Street
New York, New York 10001

The National Association of
Wholesaler-Distributors
1725 K Street
N.W., Washington, D.C. 20006

Sales and Marketing Executive
International
Student Education Division
630 Third Avenue
New York, New York 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Institute of Biological
Sciences
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

American Society for Microbiology
1913 "I" Street
N.W., Washington, D.C. 20006

American Chemical Society
1155 - 16th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street
N.W., Washington, D.C. 20036

Society of Exploration Geophysics
Box 3098
Tulsa, Oklahoma 74101

The American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Society of Horticultural
Science
615 Elm Street
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Institute of Physics
335 East 45th Street
New York, New York 10017

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Social Science Occupations -
For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Smithsonian Institute
Washington, D.C. 20560

American Economic Association
1313 21st Avenue South
Nashville, Tenn. 37212

The Foreign Service in the Seventies
U.S. Department of State, Publication
8535
Washington, D.C. 20520 Free

Association of American Geographers
1710 16th Street, N.W.
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers
1425 H Street
N.W., Washington, D.C. 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinoi 60605

Transportation - For more information
write:

American Trucking Association
1616 P Street
N.W., Washington, D.C. 20036

The Association of American Railroads
Public Relations Department
1920 L Street
N.W., Washington, D.C. 20006

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FIELD TRIP SITES and GUEST SPEAKERS

FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
 - a. Home
 - b. School
 - c. Neighborhood
 - d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
 - a. Get idea of time involved
 - b. Find out who the people are
 - c. Find out the problems to be met
 - d. Find out what background information students should have

3. Make plans for transportation
 - a. What kind
 - b. Who will provide it
 - c. What will it cost
4. Obtain signed statements from parents allowing children to make trip

Teacher and students plan the trip together.

1. Generalizations should be given
 - a. Stories
 - b. Pictures
 - c. Role playing
 - d. Class discussion
2. Student committee should gather career information
 - a. Kind of workers
 - b. Working conditions
 - c. Training of workers
 - d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	816-333-6800	Yes	20	11-16	No
Archies Floral Co.	4th & Park Sedalia, MO	Mr. Don King	826-4000	Yes	20	K-12	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	No	0	0	Possibly
Ault's Skelly Station	1570 S. Odell Marshall, MO	Mr. Bob Ault	886-6792	Yes	20	7-9	No
B & E Market	1701 S. Kentucky Sedalia, MO	Mr. Jim Dick	826-2188	Yes	30	3-12	No
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possibly
Ben's Den	1421 S. Main Sedalia, MO	Mr. Jack Smith	827-2485	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	No	0	0	Possibly
Benton County R-I	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	0	0	Possibly
Bohling Grocery	Warsaw, MO	Dr. John Bolse	438-7351	No	0	8-10	Yes
Booneslick Regional Library	Cole Camp, MO	Mr. E. G. Bohling	0	No	0	0	Possibly
Borchers & Helmsoth	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Borchers	Cole Camp, MO	Mr. Ervin Borchers	668-4923	No	0	0	Possibly

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP SIZE	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Bothwell Hospital Physical Therapy	Sedalia, MO	Kevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-5360	No	0	0	Possibly
Dala's Boutique	Ft.pton, MO	Dale Yantz	433-2626	No	0	0	Yes
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Edith Simons	827-0404	Yes	Large	K-14	Possibly
145 Broadway Car Wash	310 W. Broadway Sedalia, MO	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Mabel Glenn	826-7373	No	0 .. . 0	No	
Cablevision, Inc.	RWA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Cargill Incorporated	600 S. Osage Sedalia, MO	Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Nutrena Feeds	Marshall, MO	Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Classic Studio	Smithton, MO	Gene Hubbard	343-5319	Yes	10	7-12	Yes
Commerce Bank	6th & Kentucky Sedalia, MO	Ed Brunett	826-8888	Yes	5-10	7-12	Yes
	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Consumers Supermarket	Hancock & Broadway	BILL Smillie	827-3190	Yes	15	K-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
C. W. Flower	219 S. Ohio	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
DeKalb Ag. Research	Marshall, MO	Don Vert	886-7438	Yes	10-40	5-9	Possibly
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Dentist	Warsaw, MO	Dr. Sheppardson	438-5421	No	0	0	No
Dentist	1810 W. 11th	Dr. Robert Vit	826-5145	No	0	K-12	No
Democrat News	Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Doctor of Osteopathy	1701 S. Lafayette	Dr. Joe Bennett	826-6633	Yes	5 at a time.	7-12	Yes
14 Duke Manufacturing	Main & Duke Road	Ivan Stewart	827-2661	Yes	10	K-12	No
16 Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estate's' 66 Station	Warsaw, MO	Gary Estates	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Gray	438-5111	Yes	30	1-12	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	12-15	9-12	Possibly
Fire Department	Main St. & State Fair Blvd.	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flea Creek Vet. Hosp.	1701 W. Main	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Bill Greer Body Shop	Main Street	Orval Burd	827-2162	Yes	5	10-12	No

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Hallmark	25th & McGee Kansas City, MO	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Heinzler Bros. Welding	Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly
IGA	2402 W. Broadway	Ralph Huff	827-1452	Yes	25	K-12	Yes
Industrial Loan & Investment	120 W. Fifth	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main	James L. Foster	826-4411	Yes	15	4-9	Possibly
John Johnson TV & Appliance	2907 W. Broadway	Ray Thompson Harold Richardson Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	W. Highway 50	Herb Brandes	826-5005	Yes	15	K-12	Possibly
Kim Originals	2500 E. Broadway	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMNO-KMFL	Marshall, MO	Mr. Douglas	886-7422	Yes	20-25	7-9	Yes
KMCS TV Station	2100 W. Broadway	Stuart Greenley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuna Builders, Inc.	1806 W. 11th	Bob Cook	826-0522	No	0	0	Yes
Lewis, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2	LeRoy Young	826-6762	Yes	20	7-16	No

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge-Pettis County	901 S. Vermont	Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette	Leo Hayob	886-7464	No	0	7-9	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall State School	Marshall, MO	M. L. Daughtry	886-2202	Yes	30	12-16	Possibly
Marshall Hospital		Bill Stratton	826-5270	Yes	20	7-12	Possibly
Mattingly's Variety Store	218 S. Ohio	Sandra Boul	826-6430	No	0	11-16	Yes
Merle Norman Cosmetics	120 S. Ohio	Steve Overman	827-0670	No	0	0	Yes
MFA Claims Adjustment Office	2002 W. 14th	Clarence Frisch	547-3318	Possibly	Inq.	Possibly	
MFA Implement	Lincoln, MO	Vic Ohman	445-8441	Yes	20	11-16	No
MFA Insurance	1817 W. Broadway	BILL Giles	826-8184	Yes	25	11-12	Yes
Missouri Division of E. S.	215 E. Fifth	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Bank	917 S. Limit	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri State Fair	Box 111	Gordon Imaly	886-6924	No	0	9-12	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GOEST SPEAKER
Model Cleaners	Warren, MO Highway 50	Richard Kinges	438-5831	Yes	20	K-12	No
Olin Corporation	2809 E. 12th	Russ Woodyard	827-1712	Yes	30	6-12	Yes
Ollison's Garage	Keith Ollison		826-4077	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO 626 S. Fifth	W. C. Ream Joe Wasson	826-8144 826-5316	Yes	30	4-9	Possibly
Pettis County Ambulance	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
Phyllis's Beauty Shop	16th & Missouri Pacific Spur	Rita Kenney	826-4660	No	0	0	No
Pittsburgh Corning	205 N. Lafayette Marshall, MO	Mr. Feislocker	886-6200	Yes	25	7-9	No
Post Office	405 S. Fifth	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Post Office	3601 W. Broadway	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warren, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Rest Haven Retirement Home	1800 S. Ingram		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2	Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing Co.	Miller's Park Plaza	Myra Price	827-3860	No	0	0	Yes

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Scott's Jewelry	E. Highway 7 Warsaw, MO	Mr. Scott	438-5700	No	0	0	0
Sears	110 W. Third	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th	Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat	700 S. Mass.	Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit	John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	E. Highway 50	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage	Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Water Department	111 W. Fourth	C. H. Taylor	826-1234	Yes	15	6-9	Possibly
Sheriff's Department	Warsaw, MO	Bob Breshars	438-5252	No	0	0	No
Paul Shinn Oil Company	RFD 3 Warsaw, MO	Paul Shinn	438-5013	No	0	0	No
Sound Shop	1716 W. Ninth	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St. Sedalia, MO	Bob Johnson Betty Pace	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road	Fred Davis	826-7100	Yes	5-10	9-12	Yes Check with Betty Blackwell
The Craft Shop	318 S. Ohio	Mrs. Bostman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio	Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri	Charles Ray 1 Ken Grott	826-4490	Yes	Small	K-12	Yes

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		TELEPHONE					
Tullis Hall Dairy Co.	541 E. Fifth	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Ray Arth	886-3033	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Walker Publishing Co.	2016 W. Main	Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Warsaw Auto Supply	Warsaw, MO	Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Veterinary Clinic	Warsaw, MO	Dr. Roff	438-7333	No	0	0	No
Wilken Music	Thompson Hills	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Wilson's Company, Inc.	Box 340 Marshall, MO	Don Nutten	886-5522	Possibly 12	7-12	Possibly	
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Zephyr Manufacturing Co.	400 W. Second St.	C. M. Huddleston	826-0352	Yes	10-15	4-9	Possibly

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